DOCUMENT RESUME

ED 221 215 IR 010 390

AUTHOR	Mendenhall, Kathryn
TITLE	A Survey of the Cataloging in Publication Program. Final Report.
INSTITUTION	Battelle Memorial Inst., Vienna, VA. Columbus Labs.; Library of Congress, Washington, D.C.
SPONS AGENCY	Council on Library Resources, Inc., Washington, D.C.
PUB DATE	May 82
NOTE	128p.; Additional support provided by the R. R. Bowker Company.
AVAILABLE FROM	Subscriber Accounts Unit, Cataloging Distribution Service, Library of Congress, Washington, DC 20541.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Cataloging; Information Dissemination; Interlibrary Loans; *Library Acquisition; Library Catalogs; Library Circulation; *Library Services; Library Surveys; National Libraries; Online Systems; Publishing Industry; Questionnaires; *Use Studies
IDENTIFIERS	*Cataloging in Publication; Library Statistics; *MARC

ABSTRACT

This report describes a survey of 2,366 randomly selected U.S. academic, public, special, and school libraries which examined the usage and impact of the Cataloging in Publication (CIP) program on three areas of library operations: acquisitions, cataloging, and public services. Utlization of CIP data by a separate group of large U.S. libraries is also reviewed. Following discussion of the study's scope, objectives, background, and methodology, a summary of 25 findings and 9 recommendations for enhancing the CIP program is presented. It is recorded that a majority of all libraries responding to the survey use CIP data for one or more purposes, and that the majority of respondents express a favorable or very favorable opinion of the CIP program. In addition, high use of CIP for cataloging purposes, medium use for acquisition activities, and low use for public services are reported. A total of 61 tables throughout the main body of the report present statistical answers to 37 questions on the usage, benefits, and problems of the CIP program and possible changes and/or improvements to it. Appendices comprise a brief description of CIP, a list of members of the CIP Advisory Group, and a sample questionnaire and survey cover letter. (ESR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED221215

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

FINAL REPORT

on

A SURVEY OF THE CATALOGING IN PUBLICATION PROGRAM

to

THE LIBRARY OF CONGRESS
CATALOGING IN PUBLICATION DIVISION

by

Kathryn Mendenhall

BATTELLE
Columbus Laboratories
8330 Old Courthouse Road
Vienna, Virginia 22180

LIBRARY OF CONGRESS
Washington, D.C.

May 1982

IR010390

Library of Congress Cataloging in Publication Data

Mendenhall, Kathryn.
Final report on a survey of the Cataloging in Publication Program to the Library of Congress Cataloging in Publication Division.

Cover title: CIP survey final report.
"May 1982."
1. Cataloging in publication. 2. Library of Congress. Cataloging in Publication Division. I. Title. II. Title: CIP survey final report. III. Title: C.I.P. survey final report.
Z693.5.U6M46 1982 025.3 82-9973

Distributed by the Cataloging Distribution Service, Library of Congress.
Requests for purchasing information should be directed to:

Subscriber Accounts Unit
Cataloging Distribution Service
Library of Congress
Washington, D.C. 20541

ACKNOWLEDGEMENTS

This survey was made possible by a grant from the Council on Library Resources, with additional support provided by the R. R. Bowker Company and the Library of Congress (LC).

Our sincere appreciation is extended to the following persons who provided information and assistance throughout this project:

The R. R. Bowker Company contributed valuable support by selecting libraries from their automated mailing lists according to LC specifications and creating address labels for mailing the questionnaire.

Royce Crocker of the LC Congressional Research Service provided methodological support and assistance in questionnaire design, sample selection, and post-sample weighting.

Claire Fromme of the LC Automated Systems Office compiled and analyzed survey results using the SAS statistical package and LC computer-processing facilities.

The CIP Advisory Group (members are listed in Appendix 2) assisted in the development of the survey questionnaire and reviewed the final report.

And finally, our warmest thanks go to the many libraries that participated in this survey and contributed to its success by responding to the questionnaire.

Susan H. Vita
Chief, CIP Division

TABLE OF CONTENTS

Page

A. INTRODUCTION
1. Scope of the Study A-1
2. Objectives A-1
3. Background A-2
4. Methodology A-6

B. SUMMARY OF FINDINGS AND RECOMMENDATIONS B-1
1. Summary of Findings B-1
2. Recommendations B-6

C. THE USER AND NON-USER OF CIP DATA
1. What are characteristics of the CIP user? C-1
2. What are characteristics of the CIP non-user? C-3

D. USAGE OF CIP DATA FOR ACQUISITIONS
1. How is CIP data used in acquisitions? D-1
2. How does collection size and number of U.S. monographs acquired per year affect acquisitions usage? D-3
3. What types of materials are routinely acquired by respondents and what percentage of respondents attempt to order U.S. monographs prior to publication? D-4
4. Would it be acceptable to acquisitions users if CIP data were distributed only in machine-readable form? D-7
5. Would the addition of approximate price and pagination enhance the CIP MARC record as an acquisitions tool? D-8
6. What types of materials not covered by the CIP program would acquisitions respondents like to see included? D-9
7. What publishers do acquisitions users feel should be encouraged to participate, or to participate more fully, in the CIP program? D-11
8. Does CIP save libraries money in their acquisitions work? D-13
9. What is the overall opinion of acquisitions respondents towards the CIP program? D-13

E. USAGE OF CIP DATA FOR CATALOGING
1. How is CIP data used in cataloging? E-1
2. Would it be acceptable to cataloging users if CIP data were distributed only in machine-readable form? E-3

Table of Contents (cont'd)

Page

3. What percentage of the U.S. monographs that libraries cataloged last year were CIP titles? E-6
4. What type of library staff routinely handles cataloging for CIP titles? E-6
5. What percentage of CIP and non-CIP cataloging is reviewed for accuracy by professional staff? E-7
6. What cataloging procedures do libraries follow for books with CIP? E-9
7. Have libraries made changes in their cataloging procedures as a result of using CIP? E-14
8. Does the CIP program save libraries time and money in cataloging U.S. monographs? E-16
9. What benefits of CIP are most important to cataloging users? E-21
10. Has the speed with which full LC-MARC records are available changed since the CIP program began ? E-23
11. What potential problems in using CIP data are most important to cataloging users? E-25
12. How do cataloging users feel about the accuracy of CIP data? E-26
13. What potential improvements to the CIP program do cataloging users perceive as most important? E-28
14. What bibliographic elements would cataloging users like to see added to or eliminated from CIP data printed in the book? E-29
15. What types of materials not covered by the CIP program would cataloging users like to see included? E-33
16. What publishers do cataloging users feel should be encouraged to participate, or to participate more fully, in the CIP program? E-34
17. What is the overall opinion of cataloging users towards the the CIP program? E-35

F. USAGE OF CIP DATA FOR PUBLIC SERVICES

1. How is CIP used in public services? F-1
2. Would it be acceptable to public services users if CIP data were distributed only in machine-readable form? F-2
3. What benefits of CIP are most important to public service respondents? F-3

Table of Contents (cont'd)

Page

4. Have public service respondents noticed any increase in the speed with which new CIP titles are available to the public over new non-CIP titles? F-5

5. How important is the inclusion of summaries in CIP data for children's books? F-6

6. What types of materials not covered by the CIP program would public service users like to see included? F-8

7. What publishers do public service users feel should be encouraged to participate, or to participate more fully, in the CIP program? F-9

8. Does CIP save libraries money in the area of public services? F-10

9. What is the overall opinion of public service respondents towards the CIP program? F-11

G. USAGE OF CIP DATA BY LARGE LIBRARIES G-1

H. APPENDICES

1. Brief Description of the CIP Program H-1

2. Members of the CIP Advisory Group H-2

3. Survey Cover Letter and Questionnaire H-3

A. INTRODUCTION

Scope of the Study

This report presents the findings of a survey conducted by the Library of Congress, with support from the Council on Library Resources, to assess the impact and usefulness of its Cataloging in Publication (CIP) program.

A random sample of different types of libraries across the United States was selected to participate in the survey. Included were academic, public, special, and school libraries. The usage and impact of CIP data were examined for three areas of library operations: acquisitions, cataloging, and public services.

Objectives of the Study

The major goal of this study was to identify areas of concern to libraries that use CIP data so that available CIP resources can be used effectively in future program planning. Specific objectives of the study were:

(1) To test some of the assumptions on which the CIP program is based--namely, that access to cataloging in advance of publication helps libraries to realize cost and time savings in processing books, and that the distribution of cataloging in advance of publication from a central, authoritative source (i.e., the Library of Congress) is an effective means of ensuring a high level of bibliographic quality;

(2) To gather information about CIP usage that might be used to encourage additional or more complete publisher participation in the program;

(3) To identify the reasons that some libraries do not use CIP data.

(4) To determine the relative importance of different problems with, and potential improvements in, the CIP program for libraries that use CIP data;

(5) To identify specific ways to increase the usefulness of the CIP program for existing users (e.g., expanding the scope to include additional types of materials; adding or eliminating certain data elements from the CIP data printed in the book; including additional publishers);

(6) To identify new or unusual uses of CIP data that can be shared with other libraries in CIP publicity materials.

Background

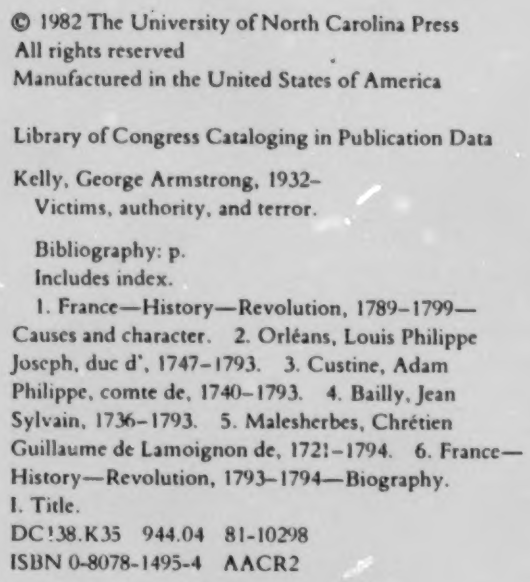
The Cataloging in Publication (CIP) Program has been administered by the Library of Congress since 1971. Today over 2500 publishers participate in the program which is designed to increase access to library materials by providing libraries with pre-publication cataloging data.

CIP cataloging is distributed by the Library of Congress (LC) to bibliographic utilities and commercial vendors in machine-readable form through its MARC tape distribution service. It is available to individual libraries throughout the country in a variety of forms: in printed form in the books themselves, online through an in-house system or through one of the bibliographic utilities, and in microform or hard-copy through a number of commercially-produced acquisitions and cataloging tools. The LC Cataloging Distribution Service (CDS) recently began distributing CIP data in 3 x 5 card form as part of the CDS Alert Service, a current awareness service designed to alert libraries to new publications in over 1800 subject areas. Figures A-1 through A-3, respectively, show samples of CIP data as it appears in the book, online via a bibliographic utility, and in a commercially-produced acquisitions tool.

The usefulness and extent of usage of CIP data for an individual library is influenced by such factors as the form in which the cataloging is available, the timeliness of delivery and quality of the cataloging, and the types of materials cataloged through the program. The growth of bibliographic utilities in recent years and the increased availability of commercially-produced cataloging products and services have had a significant influence

FIGURE A-1

SAMPLE CIP RECORD PRINTED IN THE BOOK



© 1982 The University of North Carolina Press
All rights reserved
Manufactured in the United States of America

Library of Congress Cataloging in Publication Data

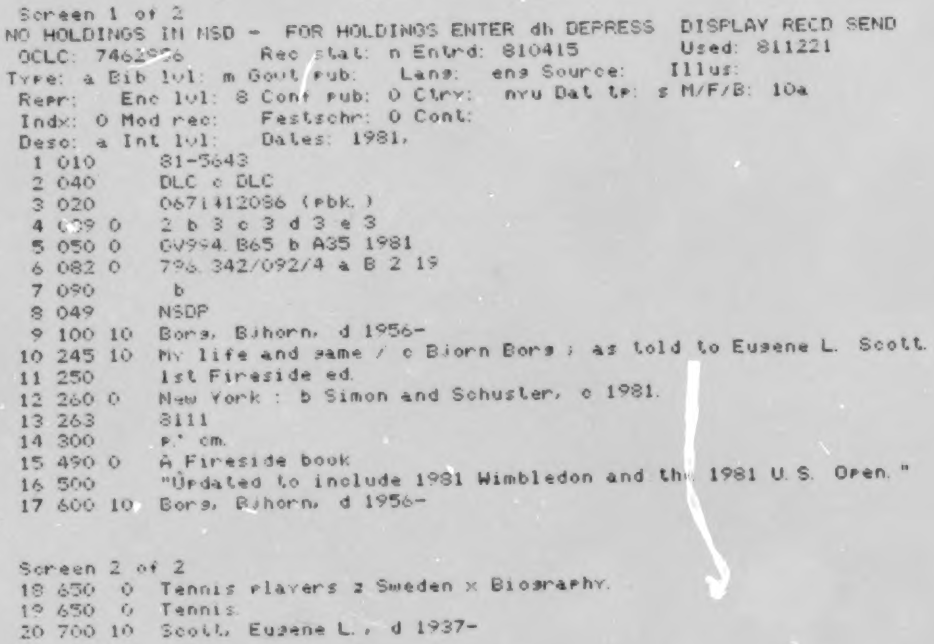
Kelly, George Armstrong, 1932–
Victims, authority, and terror.

Bibliography: p.
Includes index.
1. France—History—Revolution, 1789–1799—Causes and character. 2. Orléans, Louis Philippe Joseph, duc d', 1747–1793. 3. Custine, Adam Philippe, comte de, 1740–1793. 4. Bailly, Jean Sylvain, 1736–1793. 5. Malesherbes, Chrétien Guillaume de Lamoignon de, 1721–1794. 6. France—History—Revolution, 1793–1794—Biography.
I. Title.
DC138.K35 944.04 81-10298
ISBN 0-8078-1495-4 AACR2

(on verso of title page)

FIGURE A-2

SAMPLE ONLINE CIP RECORD FROM A BIBLIOGRAPHIC UTILITY (i.e., OCLC)



```
 Screen 1 of 2
NO HOLDINGS IN NSD -  FOR HOLDINGS ENTER dh DEPRESS  DISPLAY RECD SEND
 OCLC: 7462956       Rec stat: n Entrd: 810415        Used: 811221
Type: a Bib lvl: m Govt pub:   Lang:  eng Source:   Illus:
 Repr:   Enc lvl: 8 Conf pub: 0 Ctry:  nyu Dat tp: s M/F/B: 10a
 Indx: 0 Mod rec:   Festschr: 0 Cont:
 Desc: a Int lvl:   Dates: 1981,
  1 010       81-5643
  2 040       DLC c DLC
  3 020       0671412086 (pbk.)
  4 039 0     2 b 3 c 3 d 3 e 3
  5 050 0     GV994.B65 b A35 1981
  6 082 0     796.342/092/4 a B 2 19
  7 090        b
  8 049       NSDP
  9 100 10    Borg, Bjhorn, d 1956-
 10 245 10    My life and game / c Bjorn Borg ; as told to Eugene L. Scott.
 11 250       1st Fireside ed.
 12 260 0     New York : b Simon and Schuster, c 1981.
 13 263       8111
 14 300       p. ; cm.
 15 490 0     A Fireside book
 16 500       "Updated to include 1981 Wimbledon and the 1981 U.S. Open."
 17 600 10    Borg, Bjhorn, d 1956-

 Screen 2 of 2
 18 650  0   Tennis players z Sweden x Biography.
 19 650  0   Tennis.
 20 700 10   Scott, Eugene L., d 1937-
```

FIGURE A-3

SAMPLE CIP RECORDS FROM A COMMERCIALLY-PRODUCED BIBLIOGRAPHIC JOURNAL

(i.e., Weekly Record, R.R. Bowker Co.)

HOFFMAN, Bess. 641.8'654

Cookies by Bess / Bess Hoffman. Rev. and updated ed. New York : St. Martin's Press. [1981] p. cm. [TX772.H63 1981] 19 81-5797 ISBN 0-312-16952-3 (pbk.) : 5.95

1. Cookies. I. Title.

HOHMAN, Edward J. 808'.02

The greeting card handbook : what to write, how to write it, where to sell it / Edward J. Hohman & Norma E. Leary. 1st ed. New York : Barnes & Noble Books, c1981. p. cm. Includes index. [PN171.G74H6 1981] 19 80-8851 ISBN 0-06-463532-5 pbk. : 4.95

1. Greeting cards—Authorship. I. Leary, Norma E. II. Title.

HOLLANDER, Paul. 305.5'5

Political pilgrims : travels of Western intellectuals to the Soviet Union, China, and Cuba / Paul Hollander. New York : Oxford University Press. 1981. p. cm. Includes index. Bibliography: p. [HM213.H57] 19 80-29417 ISBN 0-19-502937-2 : 25.00

1. Intellectuals—Europe. 2. Intellectuals—Europe—Political activity. 3. Communist countries—Politics and government. 4. Ideology. I. Title.

on the way in which libraries acquire and catalog materials for their collections. The implications of these changes for the CIP program have not been fully explored in the past due to a lack of sufficient data concerning local acquisitions and cataloging practices and the nature and extent of usage of CIP cataloging by different types of libraries.

During 1979, a questionnaire was developed by LC, with input from a newly-established CIP Advisory Group (see Appendix 2 for a list of members) for the purpose of collecting data needed to assess these implications and to ensure the most effective use of CIP resources in the future. Data collected is expected to provide LC with a basis for evaluating the CIP program as it currently exists and for assessing the feasibility of future changes in scope or direction.

Methodology

A written questionnaire was used to solicit data. Methodological support and advice were provided by staff in the Congressional Research Service of the Library of Congress and by Battelle Columbus Laboratories. Computer processing of survey results was provided by the Library of Congress Automated Systems Office.

The following methodology was used in conducting the survey:

(1) A random sample of different types of libraries was selected by the R. R. Bowker Company from its computerized files. The total sample size was 2366 libraries. Table A-1 presents this sample by type of library.

(2) A pretest was conducted in December 1980 by sending a questionnaire and cover letter to 9 libraries representing the different types of libraries included in the sample. Telephone calls were made to pretest libraries in order to discuss any problems or questions concerning the questionnaire. Minor changes were made in the questionnaire based on pretest results.

(3) The final questionnaire and cover letter (see Appendix 3) were mailed to the sample in late January 1981.

(4) One follow-up letter was sent to non-respondents in March and another in April 1981. An overall response rate of 70.2% was achieved. The response rate for each type of library is presented in Table A-1.

(5) Telephone calls were made to a sample of the 30% of non-respondents to determine possible reasons for non-response. Questionnaires returned after the second follow-up letter were also studied in order to gain additional insight into the nature of late and non-responses. The results of this telephone follow-up and analysis of late responses are discussed on pages A-10 and A-11.

(6) Questionnaires were edited and coded by a team of editors employed by the Library of Congress for this project.

(7) Survey responses were keypunched by an outside contractor and the results were compiled by the Library of Congress' computer using the SAS statistical package.

(8) Post-weights were calculated (see Table A-1) and applied when reporting combined totals in order to bring the sample size for different types of libraries in line with the actual universe.

(9) Survey findings were analyzed and a final report with recommendations prepared by Battelle Columbus Laboratories.

Table A-1

Characteristics of the Survey Sample

Sample Characteristics	Univ/ College	Community College	Public	Special	School	Total
Estimated number of libraries in total universe*	2,000	1,000	9,000	10,000	87,000	109,000
Sample size	610	72	528	564	592	2,366
Number of responses to survey	527	55	374	364	340	1,657
Response rate	86%	76%	71%	65%	57%	70%
Post-sample weight for reporting summary totals**	.07	.3	.37	.38	3.19	

Post-Sample Weighting

Survey results were weighted when reporting cumulative frequencies in order to bring the number of different types of libraries selected for the sample in line with the proportionate number of each type in the actual universe. School libraries, for example, were undersampled in the survey--that is, as shown in Table A-1, the number of school libraries selected for the sample is small relative to the large number of school libraries that actually exist in the universe. The assumption in undersampling was that surveying more libraries would not have yielded significantly different results.

---

* Estimates are based on statistics from the American Library Directory (Bowker, 1979) for academic and special libraries and from Market Data Retrieval (Westport, Conn.) for public and school libraries.

** Sampling weight applied when calculating totals in order to adjust for undersampling community college and school libraries.

Weights were derived for each type of library by dividing the true proportion of libraries in the universe by the proportion of libraries used in the sample. This is shown below using school libraries as an example:

$$\frac{\text{True proportion}}{\text{Sample proportion}} = \frac{.798}{.25} = 3.19$$

where the true proportion is equal to:

$$\frac{\text{Actual number of school libraries in the universe}}{\text{Total number of libraries in the universe}} = \frac{87{,}000}{109{,}000} = .798$$

and sample proportion is equal to:

$$\frac{\text{Number of school libraries selected for the sample}}{\text{Total number of libraries in the sample}} = \frac{592}{2{,}366} = .25$$

Thus, a weight of 3.19 was applied to responses from school libraries whenever results for all types of libraries were cumulated to produce a summary total.

Large Libraries

In addition to surveying the random sample, the Library of Congress sent questionnaires to the largest research, public, and school library systems in the United States. Responses from this group are presented separately in Section G. These findings will be used by the CIP Division in assessing the potential impact of changes in the CIP program on libraries that are apt to make heavy use of CIP data.

Questionnaires were sent to a total of 187 libraries in this group. The number of libraries that received questionnaires and the response rate are presented by type of library in Table A-2. With the exception of 33 libraries that were selected both as part of the random sample and the large library group, responses from the large library group are not included in the presentation of findings for the random survey sample.

Table A-2
Large Library Group Sample

	Largest Research Libraries	Largest Public Libraries	Largest School Library Systems
Number of questionnaires sent	98	36	53
Number of responses	93	30	36
Response rate	95%	83%	68%

The research libraries were selected from the membership list of the Association of Research Libraries (ARL), the largest public libraries were selected from the Bowker Annual of Library and Book Trade Information (1980 ed.), and the largest school library systems were selected from the Education Directory, Fall 1980 (National Center for Education Statistics).

Non-Response

In an attempt to identify possible reasons for non-response, 58 of the 709 (30%) libraries that did not respond to the survey were called by telephone. The questionnaires that were returned in response to the second follow-up letter were also studied in order to determine if there were any common characteristics between late responses and non-responses.

Almost half of the libraries that were telephoned and the majority of the libraries that were late in responding to the questionnaire indicated that they do not make direct use of CIP. Additional explanations indicated that most of these libraries do, however, make indirect use of CIP through the products and services of commercial vendors or bibliographic utilities. Most of the school and public libraries reported that they receive books pre-cataloged through a book jobber, while most of the academic and special libraries reported that they use a bibliographic utility. The great majority of libraries that were telephoned or that responded late to the survey reported collections of less than 100,000 volumes and yearly acquisitions of less than 1,000 U.S. monographs.

Other reasons given for non-response included: non-receipt of the questionnaire (22% of the libraries that were telephoned), shortage of staff to respond to the survey (22%), and lack of familiarity with CIP (10%).

These findings suggest that many of the libraries that consider themselves to be non-users of CIP do, in fact, use CIP indirectly through the services of a commercial vendor or bibliographic utility. Thus, the overall percentage of libraries that benefit from CIP cataloging, through either direct or indirect use, is probably much higher than the percentage indicated by actual survey results.

B. SUMMARY OF FINDINGS AND RECOMMENDATIONS

Summary of Findings

General

- An overwhelming majority of academic libraries responding to the survey indicated that they use CIP data for one or more purposes. A sizeable majority of public and special libraries reported that they use it, and a slight majority of school libraries.

- The great majority of all types of libraries reported using CIP data as the basis for permanent catalog records.

- The majority of respondents expressed a favorable or very favorable opinion of the CIP program, because it enables the library to make books available to patrons faster.

- Of those libraries that reported no usage of CIP data, the majority are small--they have a collection of less than 10,000 volumes and acquire less than 1,000 U.S. monographs yearly. These libraries are likely to receive most of their books pre-cataloged from a centralized processing center or a commercial vendor.

- Whether CIP is used for acquisitions, cataloging, or public services, an overwhelming majority of respondents indicated that it would not be acceptable for CIP data to be distributed only on tape. The convenience of having CIP in the book and the lack of access to CIP data in machine-readable form by many libraries were the most frequently mentioned reasons for wanting CIP in the book as well. Even libraries that have access to CIP data in machine-readable form expressed a desire to have it in the book as well as on tape.

- Approximately one-fourth to one-half of all respondents, depending on type of library, felt that the systematic coverage of additional types of materials in the CIP program would increase its usefulness. The most frequently mentioned types of materials for inclusion in the program were audio-visual materials (especially sound recordings) and government documents (especially federal). In addition to these materials, academic library respondents indicated that they would like to see more complete coverage of university press and small press publications.

- The great majority of each type of library responding perceived the benefit of using CIP to process books and make them available to patrons faster to be very important, and an overwhelming majority of respondents rated the availability of CIP data for more books as a very important potential improvement to the program.

Acquisitions

- Almost half of all university/college libraries responding to the survey reported using CIP in pre-order searching (45%) and for the identification or checking of gifts and automatic receipts (41%), while almost half of all school libraries reported using it in book selection (46%).

- Less than one-third of community college, public, and special libraries reported using CIP in acquisitions. Comments offered by some of these libraries, however, revealed that many of the libraries use CIP data indirectly through commercially-produced acquisitions tools.

- The majority of all types of libraries that use CIP for acquisitions (especially university/college libraries) felt that the inclusion of an approximate price in the CIP record would increase the usefulness of CIP as a selection/order tool. Less than half, however, felt that the inclusion of approximate pagination would enhance its usefulness.

- Over half of the libraries that reported using CIP for acquisitions felt that the CIP program saves them money, and a majority of all acquisitions respondents expressed a favorable or very favorable opinion of the program because it enables the library to process books more quickly.

Cataloging

- Over 83% of all libraries responding to the survey, regardless of type, reported using CIP data as the basis for permanent catalog records. Approximately one-third of the respondents reported using it for precatalog searching, but less than one-third for temporary cataloging. The overwhelming majority of respondents felt that CIP makes cataloging easier.

- Although the majority of respondents reported using professional staff for cataloging CIP titles, almost half of university/college and public libraries also reported using paraprofessionals. Approximately one-fourth of all respondents indicated that clerical staff are involved in cataloging CIP titles in addition to professional staff.

- Whenever more than one level of staff is involved in cataloging CIP titles, professional staff are used principally for reviewing work done by others, for revising CIP data that requires modification, and for subject cataloging; paraprofessionals are used in preparing cataloging for a professional's review by performing precatalog searching and by completing descriptive cataloging; and clerical staff are generally responsible for typing catalog cards from CIP copy or for inputting data into a bibliographic utility.

- Over two-thirds of all types of libraries indicated that they complete the cataloging in-house if CIP data alone is available for a book when it arrives in the library. Of the relatively few libraries that do not complete the cataloging in-house, most use CIP as a temporary record until final cataloging is available.

- Approximately 44% of the cataloging respondents indicated that they have made changes in their cataloging procedures as a result of the CIP program. Changes include: the increased use of paraprofessionals, completion of CIP cataloging rather than waiting for final LC-MARC cataloging, and reduced need for searching the National Union Catalog for LC cataloging copy.

- Over 80% of the cataloging respondents felt that the accuracy of CIP cataloging is satisfactory or very satisfactory. Most users appear to cope with changes between CIP data and the final LC-MARC record through verification procedures.

- A relatively small percentage of cataloging respondents indicated that additional bibliographic elements should be included in the CIP data printed in the book. The most frequently mentioned elements for inclusion were: edition statement, price, collation, complete imprint information, subtitle, and statement of responsibility. The large majority of cataloging respondents felt that no bibliographic elements should be eliminated.

- Over half of the academic and special libraries responding felt that the word "date" should be substituted for the actual date in CIP data printed in the book.

- The great majority of all types of libraries that use CIP in cataloging expressed a favorable or very favorable opinion of the program, primarily because it speeds up cataloging and makes books available to patrons faster.

Public Services

- Only about 15% of all types of libraries reported using CIP in circulation or interlibrary loan; and, less than 10% of the respondents, with the exception of school libraries, reported using it in the compilation of bibliographies. Approximately one-fifth of the school library respondents reported that they use CIP in compiling bibliographies. Several libraries commented that they use CIP in public services to identify relevant subject headings for use in locating other books on the same subject.

- Comments offered by respondents regarding CIP usage in public services indicated that while most libraries appreciate the end result of the CIP program--the faster availability of books to patrons, many are not aware of how CIP could be used directly in public services.

- Over 42% of the respondents that use CIP in public services responded that new CIP titles are available to the public faster than non-CIP ones.

- Approximately 65% of the libraries that regularly acquire children's books expressed the opinion that summaries included in the CIP data are important. The majority of respondents reported that these summaries are used in book selection and for reader assistance.

- Of the relatively few libraries that use CIP in public services, approximately half indicated that CIP saves them money and approximately 38% were not sure. The great majority of public service respondents expressed a favorable or very favorable opinion of the program, because it enables technical services staff to process books more quickly.

Recommendations

Based on survey findings, the Cataloging in Publication Division of the Library of Congress should consider implementing the following recommendations in order to enhance the usefulness of the CIP program for libraries that use CIP data and to increase the potential value of the program for libraries that currently do not use CIP.

1. Promote the benefits of CIP for acquisitions and public services by informing libraries of potential uses in these areas.

Survey findings indicated that CIP is presently used for acquisitions by less than half of all libraries, regardless of type, and by less than one-fifth of all libraries for public services. For acquisitions, comments made by survey respondents indicated that although many libraries do use CIP data indirectly through various commercially-produced acquisitions tools, these libraries either are not aware of CIP records being included in the tools or did not consider this usage of CIP to be direct enough to report. For public services, respondents' comments reflected a general lack of awareness of how CIP data might be useful to them.

In order to increase the usage of CIP for acquisitions and public services, the Library of Congress should promote the potential benefits of CIP for these functions. This might be accomplished by preparing a booklet which describes the purpose of the CIP program, the ways in which CIP records are distributed, and the potential uses of CIP for acquisitions, cataloging, and public services. Examples of CIP data as it appears in the book, online, and in printed sources should also be included. This booklet could be distributed to libraries at conferences and professional meetings, and a brief notice could be placed in library journals announcing the availability of the booklet.

2. Increase the number of books that receive CIP cataloging.

The overwhelming majority of all libraries, regardless of type, rated the availability of CIP cataloging for more books as a very important potential improvement to the program. The Library of Congress should attempt to increase the volume of books that receive CIP cataloging through a promotional campaign to encourage additional publishers to participate in the program and to encourage existing participants to include CIP data in all of their publications that are within the scope of the program.

3. Expand and enhance informational materials for publishers as a means for potentially increasing participation in the CIP program.

The usefulness and success of the CIP program depends to a large extent on the commitment and active participation of the publishing community. Communications from the Library of Congress to publishers are an important means for gaining and maintaining the support of participants.

The Library of Congress should enhance and expand its informational materials for publishers as a way to increase publisher participation. Two types of informational materials about the CIP program are needed. One is an attractive, easy-to-read brochure for prospective participating publishers. This brochure should present the benefits that publishers and libraries derive from the CIP program and should briefly describe what is required from participating publishers. The other type of informational material that is needed is a booklet giving detailed instructions for participating publishers. Such a booklet already exists, but it needs to be updated and boldface headings used for emphasis.

4. Seek ways to monitor systematically the accuracy of CIP cataloging and to identify potential errors.

Although the great majority of libraries, regardless of type, rated the accuracy of CIP cataloging as either satisfactory or very satisfactory, it is evident from responses to a related question that the majority of libraries consider any potential improvements in the CIP program that would result in increased accuracy to be very important. The Library of Congress should seek ways to monitor systematically the occurrence of different types of errors and changes in the CIP record as it progresses through the publishing and cataloging process. Publishers should be encouraged to report changes in the title page that would affect key bibliographic elements, such as the main entry or title, to the Library of Congress as soon as possible so that the CIP record can be updated. The Library of Congress should also stress to publishers the importance of printing the CIP data in the book exactly as it is received from the Library of Congress in order to maintain a high level of accuracy.

5. Seek ways to improve the speed of availability of full MARC cataloging for CIP titles.

The great majority of academic libraries responding to the survey (78% university/college and 72% community college) indicated that they consider the speed of availability of LC cataloging to be a very important benefit of the CIP program. And, when asked to rate the importance of various potential improvements to the program, a sizeable majority of the academic libraries (64% university/college and 63% community college) responded that they would like to see an improvement in the speed of availability of complete cataloging for CIP titles.

The Library of Congress should seek ways to monitor and improve the speed of availability of full MARC cataloging for CIP titles. The Library should stress to publishers the importance of forwarding a copy of the published book to LC for completion of cataloging and should encourage commercial vendors and bibliographic utilities utilizing MARC tapes to load the tapes onto their computer systems as quickly as possible on receipt.

6. Continue to distribute CIP data in the book as well as on tape.

Survey findings indicated that there is a continuing need for CIP data to be distributed in the book as well as on tape. Although many academic libraries responded that it would be acceptable for cataloging purposes for CIP to be distributed only on tape, a large majority of academic and other types of libraries expressed the opinion that CIP data is needed in the book as well. The convenience of having CIP in the book is perceived as an important reason for retaining CIP in the book, even by libraries with access to a bibliographic utility. Comments expressed by libraries that do not have access to a bibliographic utility or do not receive books pre-cataloged indicated that these libraries rely to a great extent on the availability of CIP data in the book.

7. Retain all bibliographic elements presently included in the CIP data printed in the book, and encourage publishers to submit an approximate price for inclusion in the CIP MARC record.

An overwhelming majority of libraries, regardless of type, expressed the opinion that no bibliographic elements should be eliminated from the CIP record. However, a sizeable majority of all types of libraries (as high as 79% for university/college, 71% for community college, and 70% for special) perceived that the inclusion of an approximate price would increase the value of CIP as a selection/order tool. Therefore, the Library of Congress should encourage publishers to submit an approximate price at the prepublication stage for inclusion in the CIP record that is distributed to vendors and bibliographic utilities via the MARC tape service.

8. Investigate methods for expanding the scope of the CIP program to include systematic coverage of federal government documents and of sound recordings.

From one-fourth to one-third of all survey respondents, depending on type of library, felt that the scope of the CIP program should be expanded to include systematic coverage of additional types of materials. The types of materials suggested most frequently by all types of libraries were federal government documents and sound recordings. Because the majority of all types of libraries routinely acquire one or the other, or both, of these types of materials, the Library of Congress should investigate alternatives for systematically covering these areas. One option might be to expand the scope of the program through cooperative arrangements with other libraries that specialize and excel in the cataloging of federal documents and audio-visual materials. The program could be monitored by the Library of Congress, with actual cataloging performed by other libraries responsible for covering the publishing output of specific government agencies or audio-visual publishers.

9. Encourage publishers of children's books to include LC summaries in CIP data printed in the book.

The Library of Congress should encourage publishers of children's books to include the summaries provided by LC in the CIP data that is printed in the book. This might be accomplished by sending a letter to these publishers and informing them that approximately three-fourths of all school libraries responding to the survey viewed the summaries as very important for purposes of book selection and reader assistance.

C. THE USER AND NON-USER OF CIP DATA

1. What are Characteristics of the CIP User?

As shown in Table C-1, the majority of all types of libraries responding to the survey reported that they use CIP data. Usage is greatest for academic libraries with 96% of all community college libraries and 90% of all university/college libraries reporting that they use CIP. School and special libraries appear to be less likely than academic and public libraries to use CIP, with 55% of all school and 60% of all special libraries indicating that they use it.

Table C-1

CIP Usage by Type of Library

	Univ/College n=525*	Community College n=53	Public n=364	Special n=355	School n=320
Use CIP	90%	96%	69%	60%	55%
Do not use CIP	10	4	31	40	45

Tables C-2 and C-3, respectively, show the distribution of CIP users by type of library and size of collection and by type of library and number of U.S. monographs acquired yearly.

Most university/college libraries that use CIP have medium or large-size collections (i.e., 10,000-500,000 volumes) and acquire 1,000 to 25,000 U.S. monographs yearly. The majority of community college and public libraries that use CIP have medium-size collections (i.e., 10,000-100,000 volumes) and acquire up to 5,000 U.S. monographs per year. Most special and school library CIP users have small collections (i.e., less than 10,000 volumes) and acquire less than 1,000 monographs yearly.

* n=number of responses

Table C-2

CIP Users by Size of Collection

Volumes in Collection	Univ/College	Community College	Public	Special	School
	n=473	n=50	n=249	n=209	n=176
Less than 10,000	4%	12%	26%	46%	75%
10,000-100,000	44	84	55	37	23
100,001-500,000	41	4	14	13	1
More than 500,000	12	-	4	4	1

Table C-3

CIP Users by Number of U.S. Monographs Acquired Yearly

Monographs Acquired Yearly	Univ/College	Community College	Public	Special	School
	n=467	n=49	n=247	n=211	n=176
Less than 1,000	10%	29%	45%	63%	92%
1,000-5,000	52	67	38	23	6
5,001-25,000	32	4	17	12	2
More than 25,000	5	-	1	2	1

2. What are Characteristics of the CIP Non-User?

In terms of size, a library that does not use CIP data is apt to be small. As shown in Tables C-4 and C-5, the majority of public, special, and school libraries that do not use CIP have less than 10,000 volumes in their collections and acquire less than 1,000 U.S. monographs yearly. Academic libraries are the exception. The relatively few (10%) academic libraries that do not use CIP are likely to have a medium-size collection (i.e., 10,000 to 100,000 volumes) and acquire between 1,000 and 5,000 U.S. monographs yearly.

Table C-4

CIP Non-Users by Size of Collection

Volumes in Collection	Univ/College	Community College	Public	Special	School
	n=52	n=3	n=115	n=146	n=144
Less than 10,000	23%	-	66%	77%	92%
10,000-100,000	48	100	32	21	8
100,001-500,000	29	-	2	2	-
More than 500,000	-	-	-	-	-

Table C-5

CIP Non-Users by Number of U.S. Monographs Acquired Yearly

Monographs Acquired Yearly	Univ/College	Community College	Public	Special	School
	n=50	n=2	n=110	n=141	n=142
Less than 1,000	36%	-	84%	88%	100%
1,000-5,000	58	100	16	11	-
5,001-25,000	6	-	-	1	-
More than 25,000	-	-	-	-	-

Listed below are the reasons most frequently cited by each type of library for not using CIP data:

- University/College
  - We use OCLC.
  - Our library is too small.
  - Our books arrive already cataloged.
- Community College
  - We use OCLC.
- Public
  - Our library is too small.
  - Our books arrive already cataloged.
- Special
  - Our library is too small.
  - Our collection is too specialized.
  - Our books arrive already cataloged.
- School
  - Our library is too small.
  - Our books arrive already cataloged.
  - We are not familiar with CIP.

Most CIP non-users, regardless of type of library, perceive that their library is too small for CIP to be useful. A large number indicated that they receive most or all of their books pre-cataloged from a centralized processing unit or from a commercial vendor. The reason offered by many university/college and community college libraries was that they use OCLC. This response indicates that many libraries interpreted the question of whether or not they use CIP data to mean only CIP in the book. Only a few libraries of each type noted that they were not familiar with CIP or that they preferred their own cataloging.

Based on these results, it is difficult to assess the exact extent of non-use of CIP data. Clearly, libraries that receive books already cataloged do not perceive a great need for CIP. And because the scope of the CIP program is limited primarily to U.S. monographs, special libraries with heavy periodical collections are not as likely to need CIP as an academic or public library. Many of the libraries that reported no direct use of CIP benefit indirectly from the program; for, in most cases, the books that they receive already cataloged are processed by a vendor or centralized processing unit from machine-readable CIP data. And many of the records that libraries retrieve and use via OCLC are derived from machine-readable CIP data.

D. USAGE OF CIP DATA FOR ACQUISITIONS

1. How is CIP Data Used in Acquisitions?

In the acquisitions section of the survey, libraries were asked to indicate whether or not they use CIP data for each of the following acquisitions functions:

- Book selection
- Pre-order searching
- Identification or checking of gifts and automatic receipts
- Creation of the order form

In using CIP for book selection, a library would typically refer to a journal-type acquisitions tool produced from MARC tapes containing CIP records (e.g., Weekly Record) to identify newly announced books.

Once specific titles have been recommended for purchase, they are usually searched against the library's order file and catalog of holdings to prevent unwanted duplication. CIP data found in a printed or online source might be consulted to obtain the bibliographic information required to perform an accurate search. This bibliographic information would probably include the LC form of main entry, the title, the imprint, and edition statements.

CIP data is typically used again in the ordering process once a decision has been made to purchase a specific title. Libraries refer to CIP data found in a printed or online source to obtain the order information needed to identify a book to a publisher or book jobber. Ths information usually includes the author and title, International Standard Book Number (ISBN), the imprint, and the projected publication date. If a library has access to the online acquisitions service of a bibliographic utility or commercial vendor, the library can retrieve a CIP record and create an order form online. This saves the step of manually retyping CIP data onto an order form.

Most libraries receive at least some new books automatically through approval and standing order plans, or as gifts. When received, these books are usually checked against the library's order file and catalog to prevent duplication and to note the relationship of new titles to existing holdings. A library would typically refer to CIP data printed in the book during this process to verify that the correct book has been received and to obtain the LC form of main entry and title for use in precatalog searching. A library might also refer to the subject headings in a CIP record and sort books received through an approval plan by subject for routing to different staff members responsible for selection.

Table D-1 shows the usage of CIP data for acquisitions by type of library and type of acquisitions use.

Table D-1

Usage of CIP Data for Acquisitions

Acquisitions Use	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=468	n=48	n=255	n=200	n=155	n=688
Book Selection	22%	21%	25%	23%	46%	40%
	n=469	n=48	n=225	n=199	n=155	n=688
Pre-Order Searching	45	19	16	24	26	25
	n=469	n=47	n=225	n=200	n=155	n=685
Identification - Gift Checking	41	32	16	21	15	18
	n=468	n=48	n=226	n=200	n=154	n=685
Creation of Order Form	30	19	13	17	17	17

Almost half of all university/college libraries responding to the survey reported using CIP data in pre-order searching (45%) and for the identification or checking of gifts and automatic receipts (41%), while almost half of all school libraries reported using it in book selection (46%). Less than one-third of other types of libraries indicated that they use CIP for these acquisitions uses.

A major factor to consider in interpreting these results is the extent to which libraries are aware that they are using CIP data in their acquisitions work. Because CIP cataloging is not identified specifically as such in most printed and online sources, many libraries may not be aware that they are using CIP when they consult these tools. Therefore, the actual usage of CIP for acquisitions is probably higher than reported, especially for book selection and pre-order searching.

2. How Does collection Size and Number of U. S. Monographs Acquired Per Year Affect Acquisitions Usage?

Tables D-2 and D-3, respectively, present acquisitions usage for CIP users by size of collection and number of U.S. monographs acquired per year.

Smaller libraries appear to use CIP in acquisitions primarily for book selection. Almost half of the libraries with small collections (i.e., less than 10,000 volumes) and approximately one-third of those that acquire less than 1,000 U.S. monographs yearly reported using CIP for book selection.

Table D-2

Collection Size and Acquisitions Usage

(Unweighted)

Acquisitions Usage	Less Than 10,000 Volumes	10,000-100,000	100,001-500,000	More Than 500,000
	n=415	n=216	n=41	n=17
Book Selection	44%	36%	17%	42%
	n=415	n=216	n=41	n=17
Pre-Order Searching	23	24	39	54
	n=411	n=216	n=40	n=17
Identification - Gift Checking	14	19	34	47
	n=412	n=216	n=41	n=16
Creation of Order Form	14	20	20	43

Table D-3

Number of U.S. Monographs Acquired Yearly and Acquisitions Usage

(Unweighted)

Acquisitions Use	Less Than 1,000 Monographs	1,001-5,000	5,001-25,000	More Than 25,000
	n=419	n=411	n=216	n=32
Book Selection	33%	22%	18%	34%
	n=418	n=411	n=217	n=32
Pre-Order Searching	20	30	49	75
	n=418	n=410	n=217	n=32
Identification - Gift Checking	19	27	44	72
	n=419	n=411	n=216	n=32
Creation of Order Form	13	25	31	41

Larger libraries are more apt than smaller libraries to use CIP for a variety of acquisitions uses. Well over one-third of the largest libraries (i.e., those with over 500,000 volumes and yearly acquisitions of more than 25,000 U.S. monographs) reported using CIP for each of the four acquisitions uses listed. The largest percentage of these respondents indicated that they use CIP in pre-order searching and in the checking or identification of gifts and automatic receipts.

3. What Types of Materials are Routinely Acquired by Respondents and What Percentage of Respondents Attempt to Order U.S. Monographs Prior to Publication?

In order to identify additional types of materials for potential coverage by the CIP program, respondents were asked to indicate: a) whether they routinely acquire the different types of materials listed in Table D-4, and b) the cataloging treatment usually given to each.

Table D-4

Types of Materials Routinely Acquired by CIP Users

(Unweighted)

Type of Material	Percentage of Users that Routinely Acquire	Number of Responses
Mass Market Paperback Reprints	37%	1101
Mass Market Paperback Fiction	33	1100
Mass Market Paperback Non-Fiction	39	1099
Vanity Press	7	1096
Self-Published	15	1096
College Textbooks	26	1100
High School Textbooks	11	1100
Elementary School Textbooks	11	1098
Federal Documents	62	1100
State Documents	51	1097
Local Documents	41	1095
Serials	75	1089
Periodicals	97	1100
Microforms	62	1090
Sound Recordings	65	1098
Films	54	1097
Other AV Materials	52	1089

As shown in Table D-4, a majority of respondents indicated that they routinely acquire the following types of materials:

- Federal Documents
- State Documents
- Serials
- Periodicals
- Microforms
- Sound Recordings
- Films
- Other AV Materials

Table D-4a

CIP Users' Cataloging Treatment of Different Types of Materials

(Unweighted)

Type of Material	Catalog Fully	Catalog Partially	Do Not Catalog	Do Not Acquire	Number of Responses
Mass Market Pbk. Reprints	38%	12%	12%	38%	1043
Mass Market Pbk. Originals	29	13	15	44	1045
Mass Market Pbk. Nonfiction	50	10	7	32	1040
Vanity Press	25	2	1	72	1028
Self-Published	39	3	1	57	1036
College Textbooks	46	2	1	51	1046
High School Textbooks	16	5	5	74	1046
Elementary Textbooks	12	6	6	79	1045
Federal Documents	44	19	17	20	1041
State Documents	43	15	14	28	1039
Local Documents	40	14	12	34	1042
Serials	58	11	15	16	1025
Periodicals	21	12	65	1	1037
Microforms	35	15	22	28	1035
Sound Recordings	57	16	6	21	1039
Films	47	13	8	32	1035
Other AV Materials	45	15	7	32	1033

As shown in Table D-4a, 50% or more of the respondents indicated that they usually give full cataloging treatment to mass market paperback nonfiction, serials, and sound recordings. Less than half of the respondents reported giving full cataloging treatment to the other types of materials listed.

In order to gain further insight into the acquisitions practices of CIP users, libraries were asked to indicate how frequently they attempt to order U.S. monographs prior to publication. These responses are presented in Table D-5.

Table D-5

Frequency With Which Respondents Order
U.S. Monographs Prior to Publication

	Univ/College	Community College	Public	Special	School
	n=462	n=47	n=226	n=197	n=152
Never	14%	21%	32%	25%	63%
Occasionally	81	74	49	70	37
Usually	5	4	19	5	-

As shown in Table D-5, the majority (70% and higher) of university/college, community college, and special libraries reported that they only occasionally order U.S. monographs prior to publication. The majority of public libraries indicated that they either occasionally (49%) or usually (19%) order prior to publication. School libraries are the exception with over half responding that they never order prior to publication.

4. Would it be Acceptable to Acquisitions Users if CIP Data Were Distributed Only in Machine-Readable Form?

Currently CIP data is distributed by the Library of Congress in two forms: 1) printed in the book itself, and 2) in machine-readable form on tape via the MARC Distribution Service. Commercial vendors, bibliographic utilities, and library service centers with computer processing capabilities purchase LC MARC tapes and redistribute CIP and other LC cataloging to individual libraries in a variety of forms, including 3 x 5 printed cards, microform, printed acquisitions tools, and online.

Because increasing numbers of libraries are purchasing cataloging services or participating in networks which provide access to CIP data either online or in printed form, the question has arisen as to whether it is necessary to continue distributing CIP data in the book itself. The opinions of libraries that reported using CIP in acquisitions are presented in Table D-6.

Table D-6

Acquisitions Users' Opinions as to the Acceptability of Distributing CIP Data Only on MARC Tapes

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=291	n=22	n=81	n=86	n=81	n=348
Yes, it would be acceptable if CIP were distributed only on MARC tape.	26%	9%	5%	16%	5%	7%
No, it would not be acceptable for CIP to be distributed only on MARC tape.	74	91	95	84	95	93

The overwhelming majority of all types of libraries that use CIP for acquisitions indicated that it would not be acceptable for CIP to be distributed only on MARC tape. This percentage is as high as 91% for community college and 95% for public and school libraries. Although the majority of university/college libraries responded that they need CIP in both the book and on tape, approximately one-fourth (26%) indicated that it would be acceptable if CIP were distributed only on tape. The major reasons cited by most libraries for needing CIP in the book were convenience and lack of access to CIP data in machine-readable form. Even though the majority of university/college respondents noted that they had access to a bibliographic utility, most expressed a strong desire to retain CIP in the book for convenience and for use as a back-up when automated systems are down.

5. Would the Addition of Approximate Price and Pagination Enhance the CIP MARC Record as an Acquisitions Tool?

In an effort to identify specific ways in which the CIP program could be improved, libraries were asked whether or not the inclusion of an approximate price and pagination in the CIP record would enhance the usefulness of the program for acquisitions.

Responses to this question for libraries that use CIP in acquisitions are presented by type of library in Table D-7.

Table D-7

Acquisitions Users' Opinions as to Whether the Addition of Approximate Price and Pagination Would Increase the Usefulness of CIP

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=287	n=21	n=76	n=79	n=76	n=327
Approximate Price	79%	71%	57%	70%	66%	66%
	n=275	n=20	n=67	n=75	n=73	n=311
Approximate Pagination	47	35	31	49	48	46

It appears that the systematic inclusion of an approximate price in the CIP record would increase the usefulness of CIP as a selection/order tool for the majority (66%) of libraries that already use CIP for acquisitions. The perceived increase in value is greatest for university/ college libraries (79%) and lowest for public libraries (57%).

Less than one-half (46%) of all libraries that use CIP for acquisitions, on the other hand, perceive that the inclusion of approximate pagination would increase the usefulness of CIP as a selection/order tool. University/college, special, and school libraries are almost equally divided on this issue, with approximately half responding Yes and half responding No. The majority of community college and public libraries indicated that the inclusion of approximate pagination would not increase the usefulness of CIP for acquisitions.

6. What Types of Materials Not Covered by the CIP Program Would Acquisitions Respondents Like to See Included?

The CIP program currently focuses on U.S. monographs as described in Appendix 1. To determine if the scope of the program should be expanded, libraries were asked to suggest additional types of materials for systematic coverage.

Of those libraries that reported using CIP for acquisitions, approximately a third indicated that additional types of materials should be covered by the program. Materials that were suggested five or more times are presented in Table D-8.

Table D-8

Additional Types of Materials Suggested by Acquisitions Users for Inclusion in the CIP Program
(n=616)

(Numbers in parentheses refer to frequency of mention)

- Audio-visual materials (73)
  - includes sound recordings (24)
  - and visual recordings (12)
- Government documents (54)
  - includes federal documents (19)
  - and state documents (11)
- Serials and annuals (15)
- Publications of institutes and associations (14)
- Music scores (14)
- Small press publications (10)
- Foreign trade publications (9)
- Conference proceedings (8)
- Paperback books (7)
- Foreign-language books (7)
- University publications (7)
- Microforms (5)

It should be noted that the CIP program currently includes many of the materials listed above, but that coverage may not be as comprehensive as some libraries would like.

Of those libraries that did not report using CIP for acquisitions, less than one-fourth indicated that additional types of materials should be included. Materials suggested five or more times by this group are listed in Table D-9.

Table D-9

Types of Materials Suggested by Acquisitions
Non-Users for Inclusion in the
CIP Program
(n=175)

(Numbers in parentheses refer to frequency of mention)

- Audio-visual materials (76)
    - includes sound recordings (32)
    - and visual recordings (15)
- Government documents (28)
    - includes federal documents (9)
    - and state documents (6)
- Serials and annuals (7)
- Reprints (7)
- All types of materials not currently included (7)
- Foreign trade publications (6)
- Foreign-language publications (5)
- Music scores (5)

Although the majority of libraries indicated that no additional types of materials needed to be included in the program, audio-visual materials and government documents were mentioned most frequently by those libraries that expressed a desire to see the scope of the program expanded.

7. What Publishers Do Acquisitions Users Feel Should be Encouraged to Participate, or to Participate More Fully, in the CIP Program?

Of the approximately 600 libraries that reported using CIP for one or more acquisitions uses, approximately half suggested specific types of publishers that should be encouraged to participate, or to participate more fully, in the program. Publishers mentioned five or more times are listed in Table D-10.

Table D-10

Types of Publishers Suggested by Acquisitions Users for Participation in the CIP Program

(n=333)

(Numbers in parentheses refer to frequency of mention)

All publishers (96)
University presses (32)
Small presses (30)
Publishers of government documents (21)
Institutions and associations (18)
Audio-visual publishers (17)
Foreign publishers (16)
Religious publishers (13)
Paperback publishers (8)
British publishers (7)
Scientific publishers (7)
Technical publishers (7)
Museums and art galleries (6)
Publishers of conference proceedings (5)
Publishers of educational materials (5)
European publishers (5)

As with the different types of materials suggested for inclusion in the CIP program, many of the different types of publishers mentioned by respondents already participate in the program. The list is useful, however, for identifying the different types of publishers that respondents would like to see participate more fully.

8. Does CIP Save Libraries Money in Their Acquisitions Work?

When asked whether or not the CIP program produces cost savings in acquisitions, 55% of all types of libraries that reported using CIP for acquisitions indicated that the program does save them money.

Table D-11

Libraries' Opinions as to Whether or Not
CIP Saves money in Acquisitions

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=293	n=22	n=83	n=85	n=82	n=352
Yes	53%	64%	43%	52%	56%	55%
No	16	9	20	18	10	12
Not Sure	31	27	36	30	34	34

As shown in Table D-11, approximately one-third of all types of libraries indicated that they are not sure whether CIP saves them money in acquisitions. From 43% to 64% of the respondents, however, depending on type of library, indicated that CIP does save them money.

9. What is the Overall Opinion of Acquisitions Respondents Towards the CIP Program?

As shown in Table D-12, an overwhelming majority of each type of library that uses CIP for acquisitions rated the program as favorable or very favorable. Most of the remaining libraries (between 5 and 11%) reported a neutral rating.

Table D-12

Respondents' Overall Opinions of the CIP Program for Acquisitions

	Univ/ College n=286	Community College n=22	Public n=81	Special n=83	School n=83	Weighted Total n=353
Very Favorable	33%	50%	51%	43%	47%	46%
Favorable	58	45	41	48	42	44
Neutral	9	5	7	8	11	10
Unfavorable	-	-	1	-	-	-
Very Unfavorable	-	-	-	-	-	-

Libraries that did not report using CIP for acquisitions also gave the program a high rating. Eighty-four percent of all types of libraries reported a favorable or very favorable rating, 15% were neutral, and less than 1% indicated an unfavorable rating. Explanations and comments given by these libraries revealed that this high rating is justified by the benefits that other sections of the library (especially cataloging) and, ultimately, patrons derive from the CIP program.

E. USAGE OF CIP DATA FOR CATALOGING

1. How is CIP Data Used in Cataloging?

In the cataloging section of the survey libraries were asked to indicate whether they use CIP data for each of the following cataloging uses:

- Precatalog searching
- Temporary cataloging
- Permanent cataloging

In precatalog searching, a library would typically refer to CIP data found in the book or through a printed or online source to identify preferred forms of entry for names and subjects and to verify other descriptive information about the book. This information is used in searching a specific title against the library's other holdings and in preparing the final cataloging record. This procedure enables the library to relate a work to other similar works in the collection, to prevent unwanted duplication by verifying the uniqueness of each work, and to achieve consistency in cataloging.

In temporary cataloging, a library would use CIP data found in the book or through another source to label books for the shelf and to produce a temporary cataloging record (usually in 3 x 5 card form) that could be used in the public catalog and shelflist until a full MARC record is available directly from the Library of Congress or indirectly through a commercial vendor or bibliographic utility. Usage of CIP for this purpose enables a library to make books known and available for circulation to patrons even though a final, LC-MARC verified cataloging record is not yet available.

For permanent cataloging, a library would typically use CIP data found in the book or through another source as the basis for locating or creating a permanent cataloging record either in printed or machine-readable form. In most cases, this procedure involves: 1) searching a bibliographic utility or a vendor's file to see if the CIP record has been updated to full MARC, 2) verifying the CIP data against the book itself to ensure an exact match, 3) checking names and subjects against local authority files to identify discrepancies in forms of entry, 4) modifying forms of entry, if necessary, to conform or link with local practices, and 5) completing the CIP record by adding descriptive information about the book that was not available when the CIP record was created, such as the size of the book and the number of pages. The amount of verification and modification performed by a library depends on the level of cataloging accuracy and consistency perceived to be necessary in order to provide patrons with quick and easy access to the library's holdings and to cooperate with other libraries in identifying and sharing resources.

Table E-1 shows the distribution of users of CIP data by type of library and type of cataloging use.

Table E-1
Usage of CIP Data for Cataloging

Cataloging Use	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=458	n=47	n=208	n=200	n=128	n=592
Precatalog searching	55%	34%	29%	34%	30%	32%
Temporary cataloging	22	32	18	29	23	23
Permanent cataloging	86	85	88	84	89	88

Well over three-fourths of each type of library reported using CIP as the basis for permanent cataloging. Approximately one-third to one-half, depending on type of library, reported using it for precatalog searching, but less than one-third indicated that it is used for temporary cataloging. School and public libraries reported the highest usage for permanent cataloging--89% and 88% respectively. University/college, community college, and special libraries followed close behind with 86%, 85%, and 84%, respectively.

A little over half of all university/college libraries and approximately one-third of the community college and special libraries responding indicated that they use CIP for precatalog searching. It is reasonable to expect that, in many cases, CIP data is used first in precatalog searching; then, based on results of the search, potential "problem" books are given temporary cataloging or held for a full MARC record, while the remainder are cataloged permanently using CIP as a guide.

The following comments and explanations offered by libraries provide additional insight into how CIP is used in cataloging:

- Use CIP as the basis for producing a printed cataloging record or for entering cataloging into an online system;
- Use CIP as a guide for establishing the preferred or authoritative form of a name or a subject heading;
- Refer to CIP to locate an LC catalog card number or other unique identifying information for use in searching an online data base or for use in ordering catalog cards from a commercial vendor;
- Use CIP to sort materials according to main entry or classification number prior to cataloging so that they are accessible if needed before processing is complete.

2. Would it be Acceptable to Cataloging Users if CIP Data Were Distributed Only in Machine-Readable Form?

Because of the distribution of CIP data in machine-readable form through the LC-MARC tape service and its subsequent availability to libraries through the bibliographic utilities and through commercially-produced print products, libraries were asked whether it would be acceptable if CIP data were distributed only on the MARC tapes, rather than both on the tapes and in the book.

The responses of libraries that use CIP data for cataloging are presented by type of library in Table E-2.

Table E-2

Cataloging Users' Opinions as to the Acceptability of Distributing CIP Data Only on MARC Tape

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=450	n=46	n=198	n=193	n=119	n=571
Yes, it would be acceptable if CIP were distributed only on MARC tape.	25%	9%	6%	12%	3%	6%
No, it would not be acceptable if CIP were distributed only on MARC tape.	75	91	94	88	97	94

The majority (75% and higher) of all types of libraries indicated that it would not be acceptable for CIP data to be distributed only on MARC tape. School and public libraries appear to feel most strongly with 97% and 94%, respectively, indicating that it would not be acceptable.

The primary reason given by the majority of libraries for needing CIP in the book was that they do not have access to MARC tapes. Many of these respondents, however, noted that they use a bibliographic utility or commercial cataloging service. Even for these libraries that have access to CIP data in machine-readable form, there appears to be a continuing need for CIP to be distributed in the book as well. Comments offered by the majority of respondents emphasize the importance of convenient access to CIP data and the importance of having CIP in the book when online systems or commercially-produced cataloging aids are not available. These comments are summarized below:

- CIP is more convenient, faster, and easier to use in the book;
- Terminals are not always available for searching online;

- Using CIP in the book for precataloging work (i.e., authority searches and classification) is less expensive and more convenient than searching online;
- CIP in the book is needed when online systems are down;
- CIP in the book is needed to locate an LC card number or ISBN before searching online;
- CIP in the book alerts us that a full MARC record will probably follow shortly;
- We photocopy CIP in the book for copy cataloging;
- CIP in the book is used by public service staff to answer questions about cataloging.

One comment offered by a public library sums up well the continuing need for CIP data to be distributed in the book as well as on tape, especially for smaller libraries that cannot afford to access a bibliographic utility or to purchase commercially-produced cataloging aids:

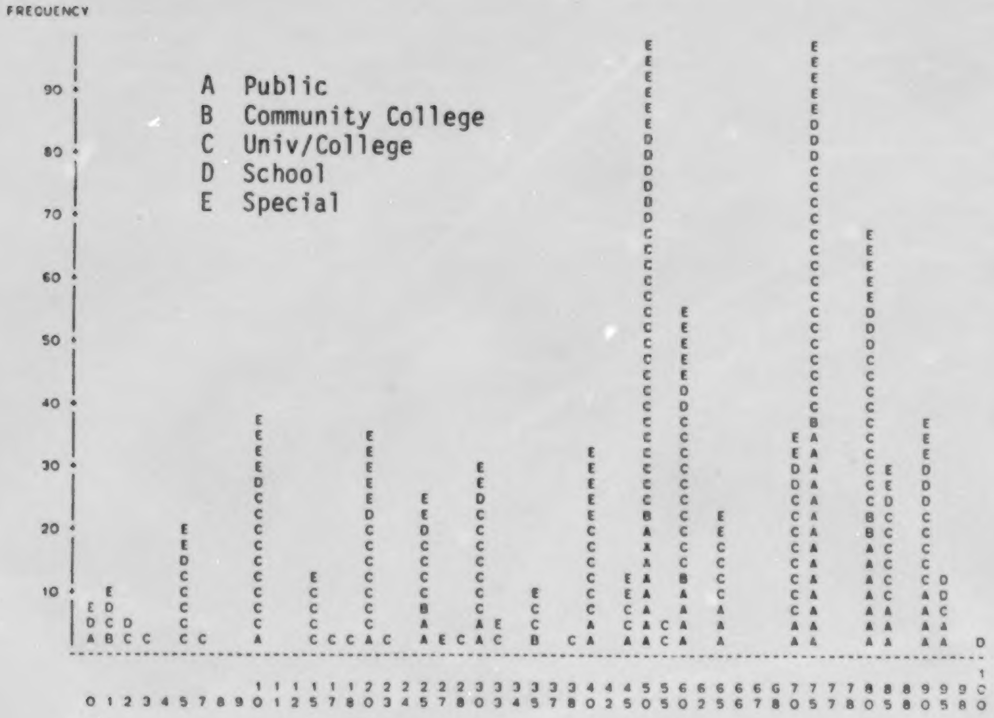
> "It has been valuable to have the CIP available in the book for cataloging purposes. We are going to OCLC, so will find it less useful except when the system or our terminal is down. It is an extremely valuable source of cataloging information for small libraries. Not everyone has access to MARC fiche, tapes, OCLC, ..."

3. What Percentage of the U.S. Monographs that Libraries Cataloged Last Year were CIP Titles?

Table E-3 presents the percentage of U.S. monographs cataloged last year that were CIP titles. The majority of responses fell in the range of from 50% to 80%.

Table E-3

Percentage of U.S. Monographs Cataloged Last Year That Were CIP Titles



4. What Type of Library Staff Routinely Handles Cataloging for CIP Titles?

To assess the impact of the CIP program on the type of staffing required for routine cataloging, libraries were asked to indicate the level and duties of staff that routinely complete or revise cataloging for CIP titles. As shown in Table E-4, professional staff are involved in some aspect of cataloging CIP titles in all types of libraries. A substantial number of university/college libraries (48%) and public libraries (47%), however, also reported using paraprofessionals; and 25% or more of all types of libraries except special reported using clerical staff as well.

Table E-4

Type of Library Staff that Routinely Completes and/or Revises Cataloging for CIP Titles

Type of Staff	Univ/ College	Community College	Public	Special	School	Weighted Totals
	n=450	n=46	n=202	n=194	n=123	n=586
Professional	76%	87%	59%	83%	83%	80%
Paraprofessional	48	39	47	37	12	22
Clerical	27	35	25	20	28	27
No Specific Staff	4	-	7	3	11	9

Respondents' explanations of the duties of different levels of staff, as described in Table E-5, indicate that professionals are used principally in the review of work done by others, in the revision of CIP cataloging when data requires modification, and in the area of subject cataloging (i.e., assigning local classification numbers and subject headings). Paraprofessionals are used in preparing cataloging for a professional's review (i.e., completing descriptive cataloging for CIP titles and searching the titles against library catalog files). They are also used in typing catalog cards from CIP data and for inputting additional local data for CIP records into a bibliographic utility. Clerical staff are most frequently used for typing (catalog cards or inputting data into a bibliographic utility) and preliminary searching. Some libraries also reported using them to identify CIP problems for a professional's attention, to complete CIP cataloging when a full MARC record is available, and to prepare temporary catalog entries.

5. What Percentage of CIP and Non-CIP Cataloging is Reviewed for Accuracy by Professional Staff?

Table E-6 shows the percentage of CIP and non-CIP cataloging reviewed for accuracy by professional staff.

Table E-5

Most Frequently Reported Tasks Performed by Different Levels of Staff in Cataloging CIP Titles

Professional	Paraprofessional	Clerical
n = 356	n = 245	n = 220
• Performs all cataloging	• Performs all routine cataloging, including copy cataloging, for professional's review	• Types catalog cards from cataloging copy or inputs data into bibliographic utility
• Verifies and revises cataloging done by others	• Types catalog cards from cataloging copy or inputs data into bibliographic utility	• Performs precatalog searching
• Assigns local classification numbers and verifies LC classification numbers	• Performs precatalog searching	• Performs copy cataloging for professional's review
• Completes cataloging when CIP data is incorrect or requires modification	• Completes descriptive cataloging	

Table E-6

Percentage of CIP and Non-CIP Cataloging Reviewed for Accuracy by Professional Staff

	Univ/ College	Community College	Public	Special	School
	n=401	n=38	n=173	n=169	n=104
CIP					
Mean	62%	74%	54%	69%	66%
Standard Deviation	46	42	47	43	42
	n=405	n=38	n=165	n=161	n=92
Non-CIP					
Mean	63%	82%	61%	70%	77%
Standard Deviation	45	35	45	43	39

The majority of responses were either zero or 100% for both CIP and non-CIP cataloging. The high standard deviations reflect this wide range of responses. Responses indicate that slightly more non-CIP cataloging is reviewed for accuracy by professional staff than CIP cataloging.

6. What Cataloging Procedures Do Libraries Follow for Books with CIP?

In order to understand how the CIP program affects the speed of processing new books, libraries were asked to indicate which of the following procedures they follow if CIP data alone is available for a book when it arrives in the library:

- Complete the cataloging in-house
- Hold the unprocessed book for the completed record
- Use the CIP data from the book as a temporary record until final cataloging is available
- Other

As shown in Table E-7, over two-thirds of all types of libraries indicated that they complete the cataloging in-house if CIP data alone is available for a book when it arrives in the library. Of those libraries that do not complete the cataloging in-house, most (between 6% and 17%) use CIP as a temporary record until final cataloging is available rather than holding the unprocessed book for the completed record. Of the relatively small percentage of libraries that hold the unprocessed book for the completed record, the majority are university/college and community college libraries.

Table E-7

Cataloging Procedures Followed by Libraries for Books with CIP Data

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=446	n=46	n=202	n=192	n=122	n=582
Complete cataloging in-house	68%	67%	86%	70%	83%	80%
Hold book	14	11	3	6	2	4
Use CIP as temporary record	6	13	7	17	12	12
Other	12	8	3	8	2	4

Table E-8 shows the length of time that respondents who either hold the unprocessed book or use CIP cataloging as a temporary record will wait for full MARC records or LC cards before completing the CIP cataloging in-house.

Table E-8

Length of Time that Respondents will Wait for Full MARC Records or LC Cards Before Completing the CIP Cataloging In-House

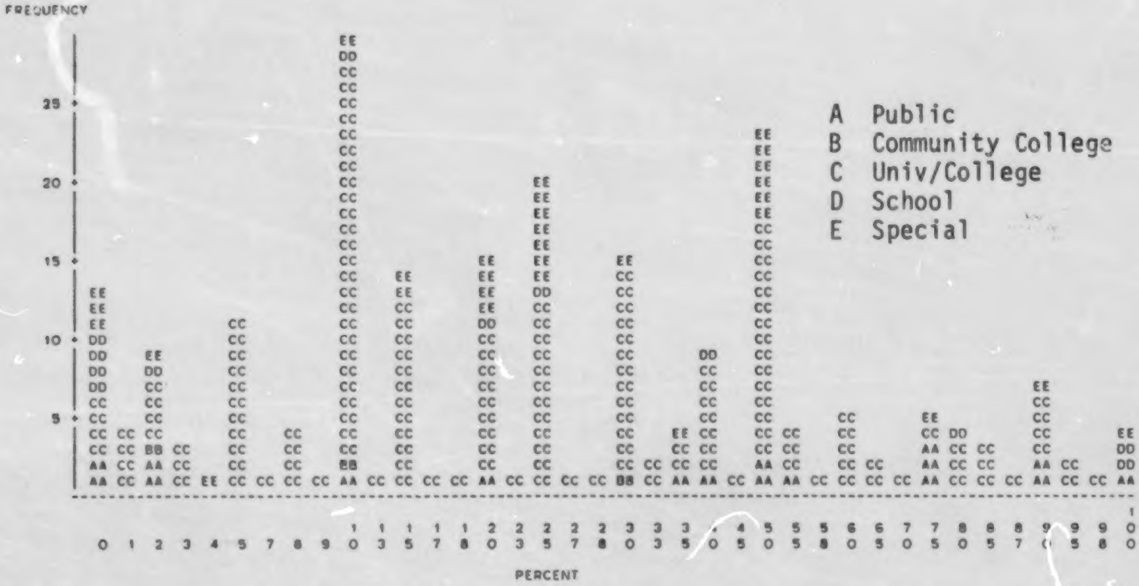
	Univ/ College n=140	Community College n=16	Public n=29	Special n=65	School n=26
Less than 2 weeks	9%	--	31%	17%	27%
2 to 4 weeks	17	25	34	15	27
5 weeks to 3 months	35	38	28	31	42
4 to 6 months	20	31	3	20	-
7 to 12 months	12	-	-	11	4
More than 12 months	7	6	3	6	-

Most public and school library respondents are not apt to wait longer than 3 months, although a small percentage will wait up to a year or more. The majority of university/college, community college, and special library respondents reported that they will wait up to 3 months for full MARC records before completing CIP cataloging; but over one-third indicated that they would wait from 4 months to over a year.

Libraries that process CIP books using MARC records were asked to indicate the percentage of books with CIP data for which a CIP record instead of a full MARC record is found. As shown in Table E-9, responses ranged from zero to 100%. The majority of responses were in the range of from 10% to 50%. This suggests that full MARC records are available in the majority of cases for more than half of the books with CIP data that are received by library respondents using MARC records to process CIP books.

Table E-9

Percentage of Books with CIP Data for Which a CIP Record Instead of a Full MARC Record is Found



When asked how long they have to wait for titles with CIP records to be replaced by full MARC records, the great majority of all types of libraries except community college responded that they do not wait, as shown in Table E-10. This means that when a book with CIP data arrives and a full MARC record is not found, either through a bibliographic utility or another source, most libraries will complete the cataloging from the CIP record rather than holding the unprocessed book and waiting for a full MARC record. Community college libraries appear to be more apt to wait for full MARC records than other types of libraries, with over half estimating a wait of from two weeks to a year for full MARC to replace CIP records.

Table E-10

Length of Time Estimated by Respondents for CIP Records to be Replaced by Full MARC Records

	Univ/ College n=215	Community College n=5	Public n=23	Special n=47	School n=13
Less than 2 weeks	1%	-	9%	2%	15%
2 to 4 weeks	6	20	4	4	-
5 weeks to 3 months	7	-	-	4	-
4 to 6 months	6	-	-	2	-
7 to 12 months	2	40	-	2	-
More than 12 months	1	-	-	4	-
Do not wait	78	40	87	81	85

7. Have Libraries Made Changes in Their Cataloging Procedures as a Result of Using CIP?

To aid in determining the impact of the CIP program on cataloging operations, libraries were asked whether they have made changes in their cataloging procedures as a result of using CIP.

As shown in Table E-11, 65% of community college, approximately 50% of university/college and public, and 42% of special and school libraries indicated that CIP has resulted in changes in their cataloging procedures.

Table E-11

Libraries' Responses as to Whether or Not Changes Have Been Made in Cataloging Procedures Because of Using CIP

	Univ/ College n=429	Community College n=43	Public n=180	Special n=185	School n=114	Weighted Total n=543
Yes	49%	65%	50%	42%	42%	44%
No	51	35	50	58	58	56

Approximately 500 libraries offered comments and explanations as to how CIP has affected their cataloging operation. The most frequently mentioned impact was that CIP makes it possible to catalog books faster. Other frequently mentioned changes included:

- The increased use of paraprofessionals for cataloging, thereby avoiding the cost of using only professionals;
- The immediate completion of cataloging for newly received books;
- Using CIP to create temporary catalog cards while awaiting LC cards, thus making books available to patrons before cataloging is complete;
- Reduced or eliminated need for searching the National Union Catalog (NUC) for LC cataloging copy.

The following comments and explanations, although mentioned less frequently, provide further information about how CIP is used and the impact that it has had on cataloging procedures.

- Use CIP to verify the accuracy of purchased card kits;
- Assign classification numbers found in CIP data rather than consulting hardcopy LC or Dewey classification schedules to determine class numbers;
- Use CIP in the book for classification, series, and authority work prior to the production of catalog cards via OCLC;
- Use subject headings found in the CIP data rather than spending time consulting the LC subject headings list;
- Give books with CIP data top priority in cataloging because they are likely to be "high-demand" titles.

Another survey question related to the impact of CIP on cataloging procedures is whether or not CIP makes cataloging easier for staff. As shown in Table E-12, an overwhelming majority of respondents indicated that CIP does make cataloging easier.

Table E-12

Libraries' Opinions as to Whether CIP Makes Cataloging Easier for Staff

	Univ/ College n=448	Community College n=45	Public n=202	Special n=195	School n=124	Weighted Total n=589
Yes	99%	98%	99%	96%	100%	99%
No	1	2	1	4	-	1

8. Does the CIP Program Save Libraries Time and Money in Cataloging U.S. Monographs?

An important question in evaluating the usefulness and impact of the CIP program is whether or not the program saves libraries time and money in cataloging. In order to compare the relative cost and time required to catalog CIP versus non-CIP books, libraries were asked to provide estimates of the cost and time required to catalog the following types of books:

- Books with full LC copy
- Books with no LC copy
- Books with CIP
- Books without CIP

The purpose of gathering data for books with and without LC copy was to gain insight into differences between CIP data and full LC copy.

Results are presented in Tables E-13 through E-16. The response rate for these questions was relatively low; the majority of libraries either left some or all of the quesions blank or simply noted that they do not maintain these statistics. For this reason, specific dollar amounts that are cited may not reflect actual costs throughout the library community.

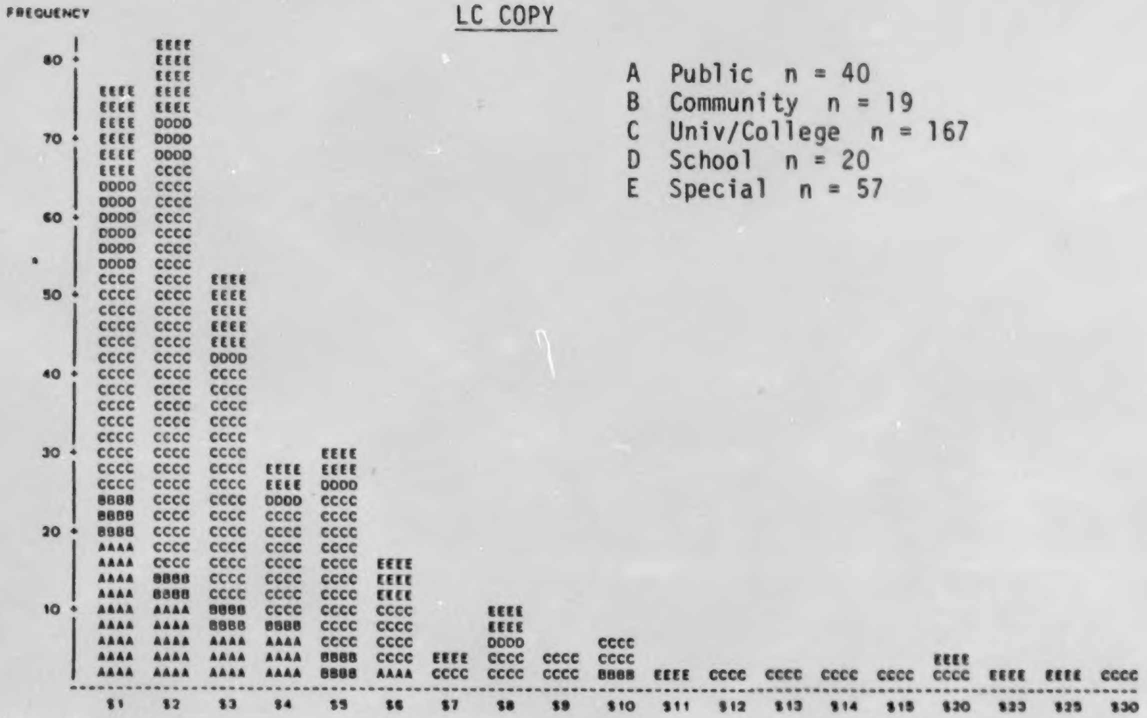
As shown in Table E-15, the cost of cataloging books with CIP data ranges between $1 and $3 for the majority of libraries that responded to this question, while the cost of cataloging non-CIP books ranges between $2 and $5 for most respondents. In terms of time, it appears that books with CIP can be cataloged in about half the time required to catalog non-CIP books. As shown in Table E-16, most respondents reported that it takes 15 minutes or less to catalog CIP books and between 16 and 30 minutes or longer for non-CIP.

For full LC copy versus no LC copy, time and cost differences are similar to those for CIP versus non-CIP books. Table E-13 shows that most respondents' estimates fell between $1 and $3 for cataloging books with LC copy and between $2 and $5 or higher for books without LC copy. And, as shown in Table E-14, most respondents indicated that it takes 15 minutes or less to catalog with full LC copy and between 16 and 30 minutes or longer without LC copy.

TABLE E-13

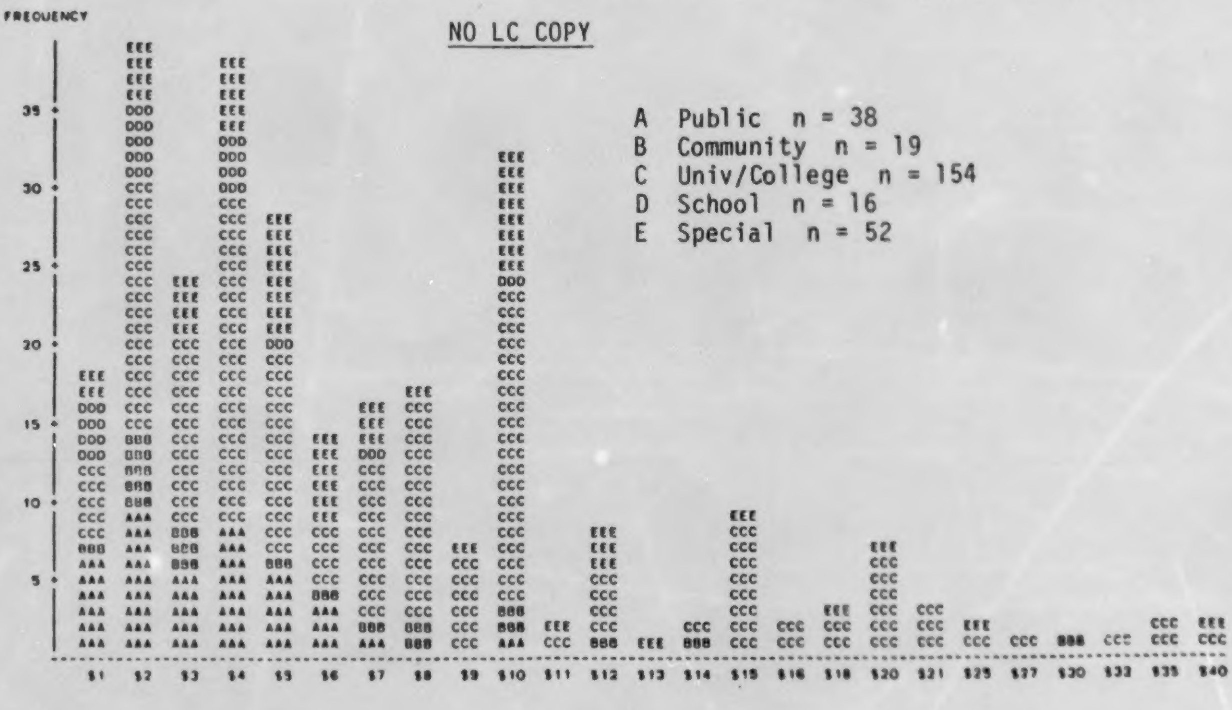
ESTIMATED COST OF CATALOGING
LC vs. NO LC COPY

LC COPY



A Public n = 40
B Community n = 19
C Univ/College n = 167
D School n = 20
E Special n = 57

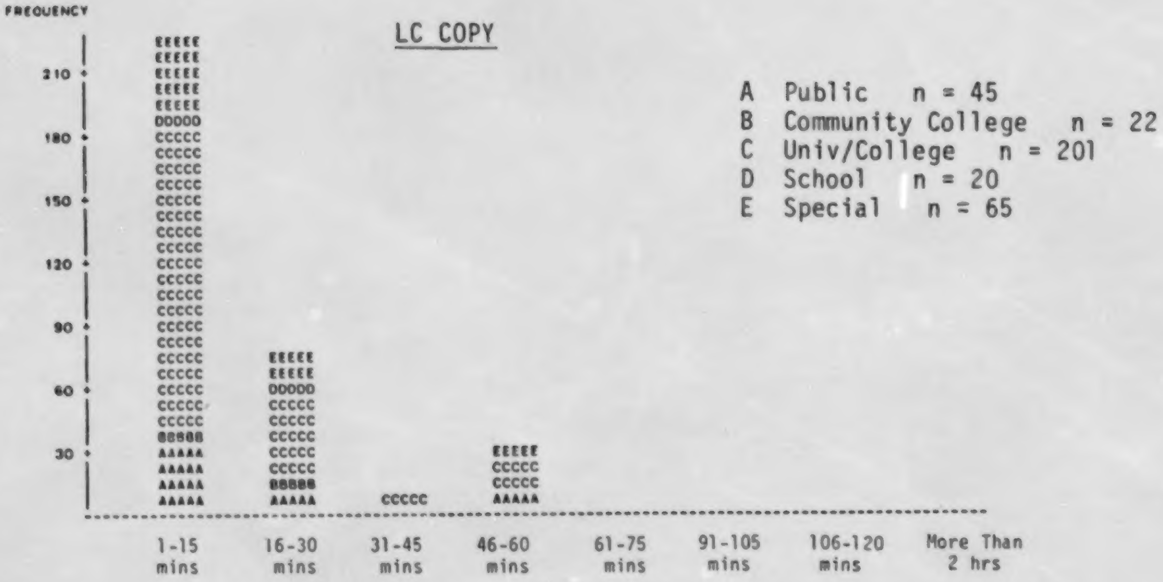
NO LC COPY



A Public n = 38
B Community n = 19
C Univ/College n = 154
D School n = 16
E Special n = 52

TABLE E-14

ESTIMATED TIME TO CATALOG
LC vs. NO LC COPY



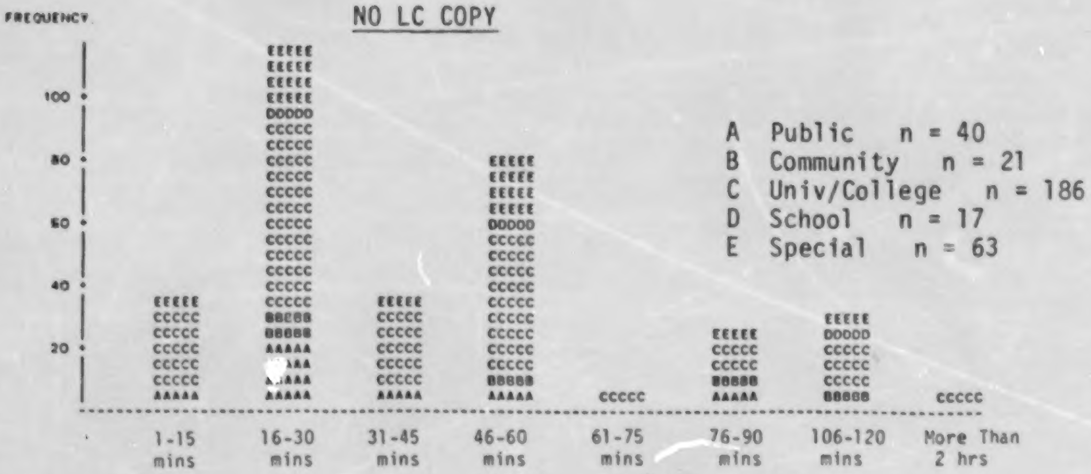
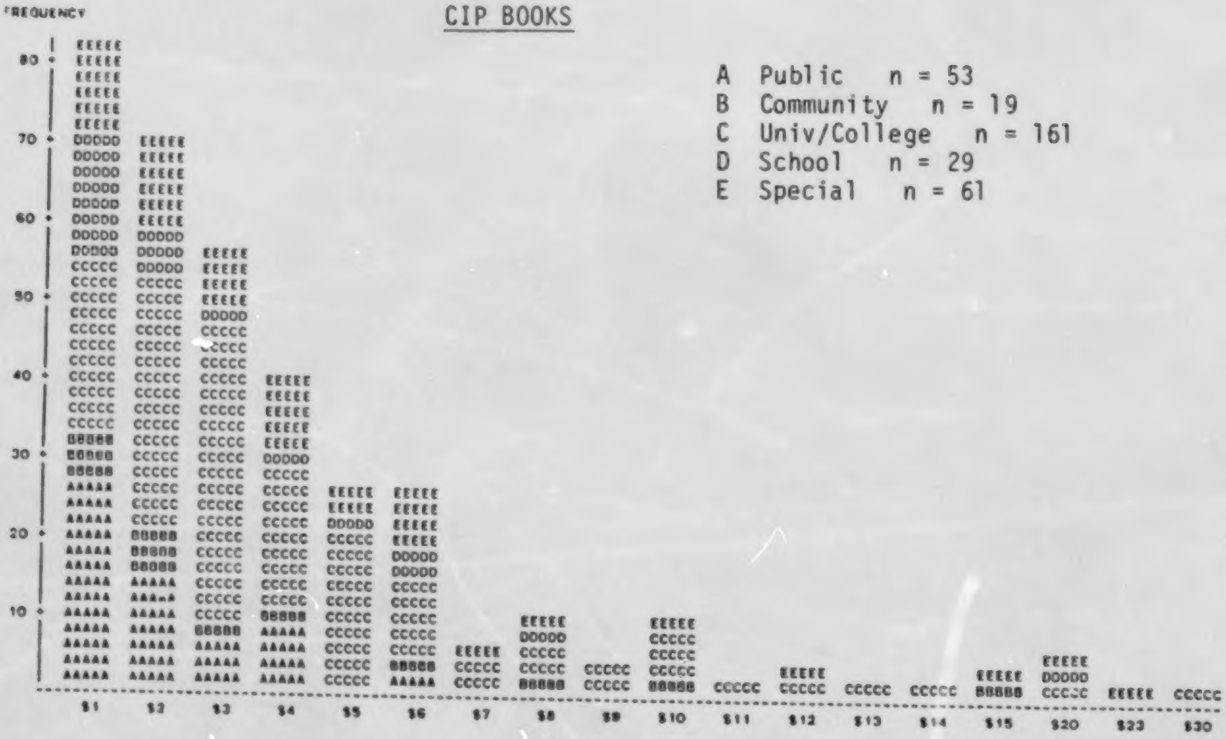


TABLE E-15

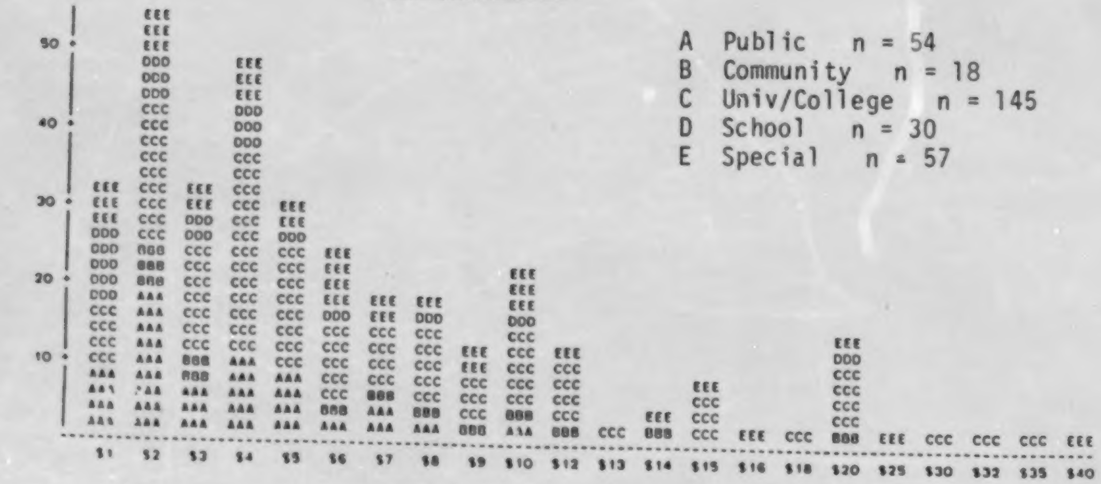
ESTIMATED COST OF CATALOGING
CIP vs. NON-CIP BOOKS

CIP BOOKS



A Public n = 53
B Community n = 19
C Univ/College n = 161
D School n = 29
E Special n = 61

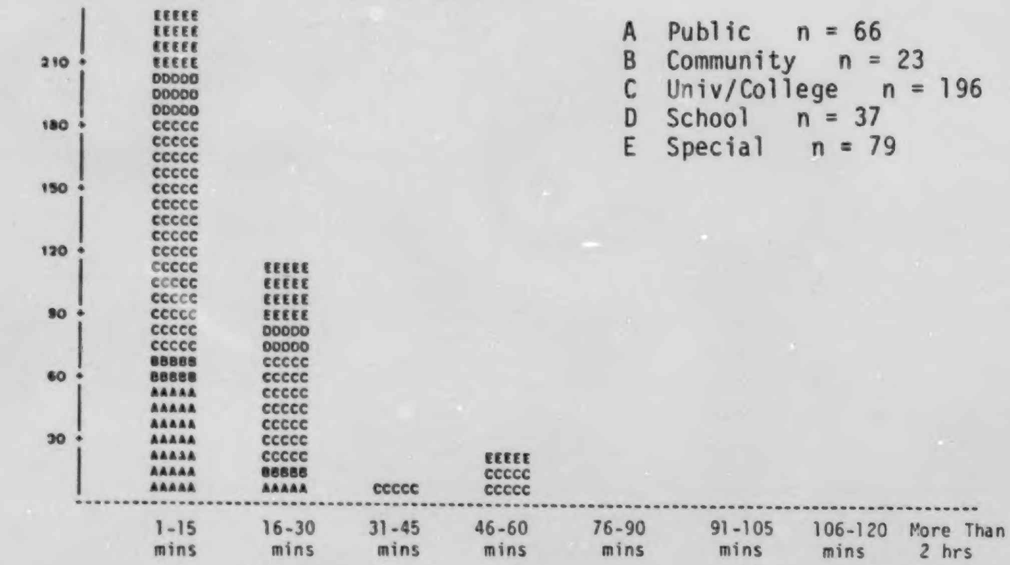
NON-CIP BOOKS



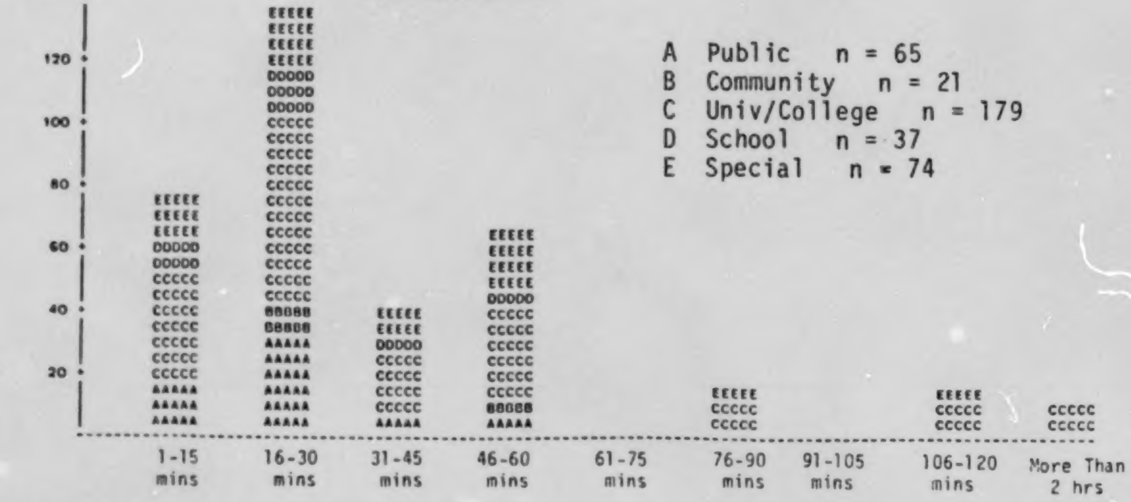
A Public n = 54
B Community n = 18
C Univ/College n = 145
D School n = 30
E Special n = 57

TABLE E-16

ESTIMATED TIME TO CATALOG
CIP vs. NON-CIP BOOKS



CIP BOOKS



NON-CIP BOOKS

The following general observations can be made about the libraries responding to these questions:

- With any type of LC copy, including CIP, the cataloging cost is between $1 and $3 and the cataloging time is 15 minutes or less for the majority of libraries.
- With no LC copy, including CIP, the cost is between $2 and $5 or higher and the time is 16 to 30 minutes or longer for most libraries.
- It appears to take approximately twice as long to catalog books without LC or CIP copy.

Regardless of the actual cost of cataloging, the great majority of each type of library perceives that CIP saves them money in cataloging, as shown in Table E-16a.

Table E-16a

Cataloging Users' Opinions as to Whether CIP Saves Money

	Univ/College	Community College	Public	Special	School	Weighted Total
	n=442	n=345	n=194	n=192	n=119	n=569
Yes	76%	80%	83%	77%	71%	73%
No	6	7	6	7	12	10
Not Sure	18	13	11	16	13	17

9. What Benefits of CIP are Most Important to Cataloging Users?

In order to learn which benefits of the CIP program cataloging users perceive to be most important, libraries were asked to rate the importance of several potential benefits of using CIP. These benefits and cataloging users' opinions as to their importance are presented in Table E-17.

Table E-17

Cataloging User's Opinions as to the Importance of Potential Benefits of CIP

Potential Benefit		Univ/ College	Community College	Public	Special	School	Weighted Total
		n=436	n=44	n=191	n=188	n=111	n=540
Elimination or simplification of precatalog searching	VI*	52%	57%	49%	49%	41%	44%
	SI	27	18	25	22	23	23
	NI	21	25	26	29	36	33
		n=440	n=46	n=191	n=188	n=114	n=550
Increased use of non-professional staff	VI	44%	46%	44%	38%	34%	37%
	SI	32	26	29	28	21	24
	NI	24	28	27	34	45	39
		n=446	n=43	n=184	n=187	n=112	n=541
Improvement in speed of availability of LC cataloging	VI	78%	72%	45%	57%	34%	42%
	SI	15	9	19	18	26	23
	NI	8	19	36	26	40	35
		n=433	n=44	n=185	n=181	n=110	n=532
Allows reassignment of staff to other duties	VI	29%	25%	37%	29%	29%	30%
	SI	39	48	35	29	21	25
	NI	33	27	28	41	50	45
		n=440	n=46	n=191	n=189	n=119	n=567
Improvement in quality of cataloging	VI	56%	63%	67%	61%	73%	70%
	SI	38	24	28	31	18	22
	NI	6	13	5	7	8	8
		n=440	n=46	n=193	n=189	n=119	n=567
Increase in standardization of citations	VI	58%	50%	64%	57%	67%	65%
	SI	33	33	31	30	27	28
	NI	8	17	5	13	6	7

Continued

*VI = Very Important, SI = Somewhat Important, NI = Not Important

Table E-17, continued

Potential Benefit		Univ/ College	Community College	Public	Special	School	Weighted Total
		n=419	n=44	n=193	n=180	n=115	n=546
Allows redirecting of funds for other purposes	VI	26%	34%	39%	29%	43%	40%
	SI	36	36	29	28	23	25
	NI	37	30	32	43	34	35
		n=444	n=46	n=198	n=194	n=120	n=575
Gets books to shelves faster	VI	80%	83%	80%	75%	86%	83%
	SI	15	15	16	23	13	15
	NI	5	2	4	2	1	2

The benefit of getting books to the shelves faster so that they will be available to patrons is perceived to be very important by the great majority (three-fourths or more) of each type of library. Improvement in the speed of availability of LC cataloging is rated as very important by approximately three-fourths of the university/college and community college libraries responding, while improvement in the quality of cataloging is perceived to be very important by approximately three-fourths of the school libraries responding. Community college, public, and special libraries also perceive improvement in the quality of cataloging to be very important with over 60% of each type expressing this opinion.

A few of the libraries responding offered additional comments which emphasized the importance of the benefit of increased efficiency and uniformity in processing books.

10. Has the Speed with which Full MARC Records are Available Changed Since the CIP Program Began?

Currently, catalog cards printed and distributed by the Library of Congress, as well as some of the cataloging aids distributed by commercial vendors, are produced from full MARC records. Because many libraries purchase and depend on these cataloging services for permanent cataloging, it is important for CIP records to be updated to full MARC as quickly as possible. This updating procedure is dependent upon the publisher forwarding a copy of the published book to the Library of Congress as soon as possible after publication.

In order to determine whether or not the CIP program has resulted in the faster availability of MARC records, libraries were asked to indicate any changes that they have noticed in the speed with which LC cards and full MARC records in machine-readable form for CIP titles are available. Findings are presented in Table E-18.

Table E-18

Cataloging Users' Opinions as to the Speed With Which LC Cards and Full MARC Records are Available for CIP Titles

Change in Speed Since 1971	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=433	n=39	n=168	n=183	n=100	n=493
LC Cards						
Quicker	27%	44%	18%	26%	25%	25%
Slower	3	5	2	3	-	1
No Change	6	8	2	6	3	4
No Opportunity to Observe	64	44	78	66	72	71
Full MARC	n=412	n=34	n=160	n=159	n=82	n=420
Quicker	34%	12%	9%	14%	4%	8%
Slower	1	3		2	-	-
No Change	4	-	1	1	-	1
No Opportunity To Observe	61	85	90	82	96	91

Approximately one-fourth of university/college, special, and school libraries, and almost half of all community college libraries responding indicated that the speed with which LC cards are available has increased. With the exception of community college libraries, however, the majority of each type of library indicated that they have not had an opportunity to observe any change.

As for the availability of full MARC records in machine-readable form, approximately one-third of the university/college libraries indicated that the speed has increased; but the majority of all types of libraries indicated that they have not had an opportunity to observe any change.

11. What Potential Problems in Using CIP Data Are Most Important to Cataloging Users?

In order to identify those problems in using CIP data that are most important to users, libraries were asked to rate the importance of three potential problems. The views of cataloging users are presented in Table E-19.

Table E-19

Cataloging Users' Opinions as to the Importance of Potential Problems in Cataloging CIP Titles

Potential Problem		Univ/ College	Community College	Public	Special	School	Weighted Total
		n=447	n=45	n=190	n=192	n=116	n=558
Some cataloging elements are not included in the CIP data	VI*	21%	13%	13%	18%	12%	13%
	SI	43	47	33	37	34	35
	NI	35	40	55	45	54	52
		n=447	n=44	n=191	n=193	n=117	n=562
CIP record sometimes differs from final cataloging record	VI	39%	23%	20%	25%	15%	18%
	SI	46	61	45	44	38	40
	NI	15	16	35	31	48	41
		n=445	n=45	n=192	n=193	n=119	n=569
Publishers do not always print CIP data in the correct format	VI	23%	33%	23%	24%	27%	26%
	SI	38	42	39	36	43	41
	NI	40	24	39	40	30	33

*VI = Very Important, SI = Somewhat Important, NI = Not Important

Although none of these problems was rated as very important by the majority of libraries that use CIP for cataloging, the problem of greatest concern to community college, public, and school libraries appears to be that publishers do not always print CIP data in the correct format. University/college and special libraries considered the potential problem created by the CIP record differing from the final cataloging record to be more important.

12. How do Cataloging Users Feel About the Accuracy of CIP Cataloging?

Because CIP data is created by the Library of Congress based on pre-publication information supplied by the publisher, it is subject to change as a book proceeds through the final stages of publication and the cataloging process. Listed below are a few of the changes that might typically occur during the publishing and cataloging process:

- The title of the book might be changed by the publisher during the final stages of publication;
- A book might be misclassified by LC because of incomplete or insufficient information about the work;
- Authors might be incorrectly identified by LC due to insufficient information from the publisher at the pre-publication stage, or statements of responsibility might be reworded by the publisher during the publishing process in such a way that the main entry is affected;
- Publishers might create errors in CIP data printed in the book by making unauthorized changes in the data, or through typographical errors.

To determine whether these changes adversely affect the usefulness of CIP, libraries were asked for their opinions of the accuracy of CIP cataloging. As shown in Table E-20, the majority (over 80%) of each type of library responding expressed the opinion that the accuracy of CIP cataloging is satisfactory or very satisfactory. Most of the remaining libraries were neutral on the issue with only a small percentage indicating that the level of accuracy is unsatisfactory to them.

Table E-20

Cataloging Users' Opinions of the Accuracy of CIP Cataloging

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=450	n=45	n=195	n=190	n=120	n=572
Very Satisfactory	11%	16%	17%	18%	29%	25%
Satisfactory	73	67	66	69	63	65
Neutral	12	16	14	12	6	8
Unsatisfactory	4	2	2	1	2	2
Very Unsatisfactory	-	-	2	-	-	-

Over 400 different libraries offered comments in response to this question. In these comments, some libraries expressed an awareness and understanding of the problems created by inaccuracies and discrepancies between the CIP record and the final MARC record, while others noted areas of special concern. The most frequently mentioned comments are summarized below:

- Inaccuracies in CIP data are rare;
- CIP data is sufficient for most cataloging tasks;
- Although accuracy varies, our staff is trained to cope using verification procedures;
- There are changes between CIP data and the final MARC record;
- There is some misclassification;
- LC classification numbers and subject headings do not always meet our needs;
- Main entry errors are especially troublesome.

13. What Potential Improvements to the CIP Program Do Cataloging Users Perceive as Most Important?

In order to identify specific ways to improve the CIP program for CIP users, libraries were asked to rate the importance of several potential improvements. The opinions of libraries that reported using CIP for cataloging are presented in Table E-21.

Table E-21

Cataloging Users' Opinions as to the Importance of Potential Improvements to the CIP Program

Potential Improvement		Univ/ College	Community College	Public	Special	School	Weighted Total
		n=438	n=46	n=190	n=188	n=115	n=553
Standardization of CIP data as formatted in book	VI*	33%	61%	45%	38%	43%	43%
	SI	43	28	45	42	46	45
	NI	23	11	10	20	10	12
		n=443	n=46	n=191	n=193	n=120	n=572
Completeness of entry in book	VI	42%	43%	41%	40%	57%	52%
	SI	42	48	49	49	38	41
	NI	15	9	9	11	5	7
		n=444	n=46	n=191	n=192	n=116	n=559
Increased accuracy in CIP data	VI	75%	80%	66%	64%	66%	67%
	SI	24	17	30	32	30	30
	NI	1	2	4	4	3	3
		n=442	n=46	n=188	n=190	n=112	n=544
Improvement in speed of availability of complete cataloging	VI	64%	63%	41%	55%	50%	51%
	SI	28	30	28	30	31	30
	NI	7	7	31	15	19	19
		n=443	n=46	n=194	n=192	n=119	n=569
Availability of CIP for more books	VI	80%	85%	81%	81%	79%	80%
	SI	18	13	18	17	20	19
	NI	2	2	1	2	1	1

*VI = Very Important, SI = Somewhat Important, NI = Not Important

The overwhelming majority (79% to 85%) of all types of libraries viewed the availability of CIP for more books as very important. Increased accuracy in CIP data was also considered to be very important by most libraries, especially academic. The majority of academic libraries (over 63%) also perceived improvement in the speed of availability of completed cataloging to be very important. Other potential improvements in the CIP program such as the standardization of CIP data as formatted in the book and the provision of a more complete CIP entry in the book do not seem to be as important to most users.

14. What Bibliographic Elements Would Cataloging Users Like to See Added to or Eliminated from CIP Data Printed in the Book?

The following bibliographic elements are not included in the CIP data printed in the book either because they are not known before the book is actually published or because they are apt to undergo many changes during the publication process:

- Subtitle
- Statement of Responsibility
- Edition statement
- Publisher
- Place and date of publication
- Pagination and size
- Price

In order to determine whether the usefulness of CIP would be enhanced through the addition or elimination of specific bibliographic elements, survey respondents were asked if there are elements that should be added to or eliminated from the CIP data printed in the book. The responses of libraries that reported using CIP for cataloging are presented in Tables E-22 and E-23.

Table E-22

Cataloging Users' Opinions as to Whether Additional Bibliographic Elements Should be Included in the CIP Data Printed in the Book

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=410	n=43	n=178	n=173	n=103	n=502
Yes	20%	26%	16%	20%	14%	15%
No	80	74	84	80	86	85

A relatively small percentage of all types of libraries (one-fifth or less for all types except community college) indicated that additional bibliographic elements should be included in the CIP data printed in the book. The largest percentage was community college with a little over one-fourth (26%) responding that additional elements should be included. When asked to list specific elements that should be added, many libraries indicated that the CIP data printed in the book should be as complete as possible. The most frequently mentioned elements for inclusion were:

- Edition statement
- Price
- Collation (i.e., pagination and size)
- Complete imprint information (i.e., publisher, place and date of publication)
- Subtitle
- Statement of responsibility.

Other elements mentioned less frequently were:

- Series information*
- Alternate classification numbers*
- Author's dates*
- Notes*
- National Library of Medicine (NLM) subject headings and classification numbers for medical titles*
- Uniform titles for books about music*
- Subject headings for fiction **

While most libraries felt that no additional elements needed to be included in the CIP data printed in the book, an overwhelming majority indicated that no elements should be eliminated either. As shown in Table E-23, 99% of all libraries expressed the opinion that no elements should be dropped.

---

* Already included in CIP data.

** Assigning subject headings for fiction would require a change in LC cataloging policy.

Of the small percentage of libraries that listed specific elements that could be eliminated, bibliography and index notes were mentioned most often. It is probable that these elements were mentioned most frequently, however, because a previous question in the survey asked specifically about these notes.

Table E-23

Cataloging Users' Opinions as to Whether Bibliographic Elements Should be Eliminated from the CIP Data Printed in the Book

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=433	n=43	n=180	n=180	n=108	n=523
Yes	6%	2%	6%	3%	-	1%
No	94	98	94	97	100	99

Since bibliography and index notes are apt to change frequently during the publication process, libraries were asked for their views as to whether these notes should be retained in the CIP data printed in the book. As shown in Table E-24, over half of all types of libraries except public expressed the feeling that they should be retained. A little under half (45%) of the public libraries responding felt that they should be kept.

Table E-24

Cataloging Users' Opinions as to Whether Bibliography and Index Notes Should be Dropped from the CIP Data Printed in the Book

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=433	n=44	n=177	n=183	n=105	n=513
Drop Them	39%	48%	55%	42%	37%	41%
Keep Them	61	52	45	58	63	59

In addition to asking libraries specifically about the retention or elimination of bibliography and index notes, libraries were also asked how dates in the cutter number should be expressed. Dates in the cutter number are apt to undergo change to reflect the actual date of publication rather than the projected date of publication. Since there are frequent changes in dates, especially for titles due to be published towards the end of a calendar year, libraries were asked whether they would prefer that the word "date" be substituted for the actual date (e.g., HD31.B84 date, instead of HD31.B84 1980). Responses are presented in Table E-25.

Table E-25

Cataloging Users' Preferences as to Whether the Word "Date" Should be Substituted for the Actual Date in the CIP Record

		Univ/ College	Community College	Public	Special	School	Weighted Total
		n=416	n=41	n=140	n=178	n=83	n=426
CIP in Book	Yes	63%	56%	49%	54%	41%	46%
	No	38	44	51	46	59	54
		n=327	n=30	n=79	n=116	n=55	n=281
CIP on MARC Tape	Yes	57%	50%	47%	49%	33%	39%
	No	43	50	53	51	68	61

Over half of all university/college, community college, and special libraries responding expressed a preference for the word "date" rather than the actual date in CIP data printed in the book; and a little under half of the public and school libraries responding indicated a preference for the word "date" over the actual date.

For CIP data distributed on MARC tape, from one-third (33% for school libraries) to a little over half (57% for university/college) of the libraries responding expressed a preference for the word "date" instead of the actual date. It appears from these results that substitution of the word "date" is preferred primarily by academic libraries, but that results are less conclusive for other types of libraries.

15. What Types of Materials Not Covered by the CIP Program Would Cataloging Users Like to See Included?

In order to determine whether the usefulness of the CIP program for cataloging would be increased by expanding the scope, libraries were asked if there are types of materials not covered by the program which they would like to see included. The responses of libraries that reported using CIP for cataloging are presented in Table E-26.

Table E-26

Cataloging Users' Opinions as to Whether Additional Materials Should be Included in the CIP Program

	Univ/ College n=408	Community College n=40	Public n=169	Special n=165	School n=105	Weighted Total n=501
Yes	43%	53%	27%	45%	23%	28%
No	57	48	73	55	77	72

A little over half (53%) of all community college libraries and a little under half of all university/college and special libraries responding indicated that they would like to see additional types of materials included in the program. The majority of public and school libraries responding, on the other hand, indicated that there are no additional types of materials that they would like to see included. The type of material mentioned most frequently by each type of library was audio-visual materials (especially sound recordings). Government documents (particularly federal) were mentioned next most frequently by all types of libraries except school. Table E-27 lists these and other types of materials that were mentioned five or more times by cataloging users.

Table E-27

Types of Materials Suggested by Cataloging
Users for Inclusion in the CIP Program
(n=591)

(Numbers in parentheses refer to frequency of mention)

- Audio-visual materials (211)
  - includes sound recordings (85)
  - and visual recordings (22)
- Government Documents (145)
  - includes federal documents (46)
  - and state documents (27)
- Music scores (32)
- Serials and annuals (28)
- Microforms (16)
- All types of materials not currently included (15)
- Foreign trade publications (14)
- Publications of institutes and associations (14)
- Paperback books (13)
- Foreign language books (12)
- Small press publications (11)
- University publications (10)
- Maps (7)
- Conference proceedings (6)
- Technical reports (5)
- Religious publications (5)

It should be noted that the CIP program currently includes many of the materials listed above, but that coverage may not be as comprehensive as some libraries would like.

16. What Publishers Do Cataloging Users Feel Should be Encouraged to Participate, or to Participate More Fully, in the CIP Program?

Of the 1,028 libraries that reported using CIP for one or more cataloging uses, approximately half suggested specific types of publishers that should be encouraged to participate, or to participate more fully, in the program. Types of publishers mentioned five or more times are listed in Table E-28. It should be noted that many of the different types of publishers mentioned by respondents already participate in the program. The list is useful, however, for identifying the types of publishers that respondents would like to see participate more fully.

Table E-28

Types of Publishers Suggested by
Cataloging Users for Participation
in the CIP Program
(n=543)

(Numbers in parentheses refer to frequency of mention)

- All publishers (152)
- Small presses (47)
- University presses (45)
- Audio-visual publishers (42)
  - includes music publishers (12)
  - and record companies (7)
- Publishers of government documents (48)
- Foreign publishers (26)
- Religious publishers (23)
- British publishers (17)
- Paperback publishers (13)
- Institutes and associations (11)
- Publishers of educational materials (11)
- Scientific publishers (10)
- Publishers of juvenile materials (7)
- Publishers of law materials (7)
- Publishers of foreign language materials (5)
- Foreign publishers with U.S. imprints (5)
- Museums and art galleries (5)
- Reprint publishers (5)

---

17. What is the Overall Opinion of Cataloging Users Towards the CIP Program?

In order to assess cataloging users' overall level of satisfaction with the CIP program, respondents were asked to express their opinion of the program on a scale of very favorable to very unfavorable. As shown in Table E-29, the great majority (approximately 95%) of all types of libraries that reported using CIP for cataloging expressed a favorable or very favorable opinion of the program.

Table E-29

Cataloging Users' Overall Opinion of the CIP Program

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=449	n=46	n=197	n=192	n=122	n=580
Very Favorable	42%	54%	50%	46%	50%	49%
Favorable	54	41	45	48	44	46
Neutral	4	2	5	5	6	5
Unfavorable	-	2	-	1	-	-
Very Unfavorable	-	-	-	-	-	-

Approximately 400 libraries offered comments that emphasize the importance of the program to them or describe why they find the program useful. Over half of these libraries noted that they have a favorable or very favorable opinion of the program because it speeds up cataloging and makes books available to patrons faster. Other frequently mentioned benefits of the program include the availability of more uniform and standardized cataloging and the availability of more professional catalogers' time through the use of paraprofessionals or clerical staff to catalog CIP titles.

One university library system explained its very favorable opinion of the CIP program by offering the following comment:

> "The [CIP] project has pinpointed high priority items which are heavily purchased by U.S. libraries. Libraries have been able to minimize the labor costs involved in processing a large percentage of their [acquisitions] since the project provides nearly, or rather rapidly, completed cataloging."

Other comments reiterate the usefulness of the program. Comments such as the ones summarized below were mentioned infrequently but yet provide additional insight into the benefits of using CIP:

- It is useful to have CIP on OCLC for editing;
- The amount of original cataloging would increase without CIP;
- CIP enables us to stay abreast of new or changed LC subject headings;
- We are able to catalog urgently needed materials immediately from CIP.

F. USAGE OF CIP DATA FOR PUBLIC SERVICES

1. How is CIP Data Used in Public Services?

In the public services section of the survey, libraries were asked to indicate whether or not they use CIP data for each of the following public services uses:

- Circulation or interlibrary loan
- Compilation of bibliographies

For circulation, a library might refer to CIP data printed in the book in order to obtain the correct form of the main entry for use in searching circulation files. For interlibrary loan, a library might refer to the CIP data in a book to verify that the correct book is being sent in response to an interlibrary loan request. In the compilation of bibliographies, a library or researcher might refer to CIP data found in the book or through another source for the bibliographic information needed to prepare citations in the bibliography.

Table F-1 shows the distribution of users of CIP data by type of library and type of public services use.

Table F-1

Usage of CIP Data in Public Services

Public Services Use	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=459	n=49	n=232	n=201	n=150	n=675
Circulation or Interlibrary Loan	15%	16%	15%	15%	15%	15%
	n=457	n=49	n=236	n=197	n=149	n=672
Compilation of Bibliographies	9%	8%	7%	9%	10%	16%

Only about 15% of all types of libraries reported using CIP for circulation or interlibrary loan, and only about 10%, with the exception of school libraries (19%), reported using it in the compilation of bibliographies. These findings are not surprising considering the fact that CIP cataloging has not been promoted as a reference aid.

Comments offered by libraries regarding CIP usage in public services indicate that, while most libraries appreciate the end result of the CIP program (i.e., the faster availability of books to patrons), many are not aware of how CIP can be used directly in a public service activity. A few libraries, on the other hand, reported some innovative uses of CIP in public services. These included consulting CIP data in the book to identify relevant subject headings for use in locating other books on the same subject and consulting CIP data to verify the form of an author's name. When asked whether or not patrons seem to be aware of CIP data in books, the majority (89%) of libraries responded that patrons do not seem to be aware of or use CIP data.

2. Would it be Acceptable to Public Services Users if CIP Data Were Distributed Only in Machine-Readable Form?

The overwhelming majority (95%) of public services users of CIP data felt that it would not be acceptable if CIP data were distributed only on MARC tape. As shown in Table F-2, school libraries indicated the greatest need for CIP in the book, with 98% responding that CIP is needed in both the book and on tape. Academic libraries are more likely than other types of libraries to find it acceptable for CIP to be distributed only in machine form, although the great majority of community college (78%) and university/college libraries (80%) reported that it is necessary to distribute CIP in the book and on tape. Reasons cited by public services users for needing CIP in the book were the same as those given by acquisitions and cataloging users--lack of access to CIP in machine-readable form and convenience.

Table F-2

Public Services Users' Opinions as to the Acceptability of Distributing CIP Data Only on MARC Tape

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=119	n=9	n=42	n=38	n=41	n=172
Yes, it would be acceptable for CIP to be distributed only on MARC tape.	20%	22%	10%	8%	2%	5%
No, it would not be acceptable for CIP to be distributed only on MARC tape.	80	78	90	92	98	95

3. What Benefits of CIP are Most Important to Public Service Respondents?

In an effort to identify the major benefits of the CIP program for public services, survey respondents were asked to assess the importance of several potential benefits and were given the opportunity to suggest additional ones which had not been offered as choices.

The opinions of libraries that reported using CIP in public services are presented in Table F-3.

Table F-3

Opinions of Libraries that Use CIP in Public Services on the Importance of Potential Benefits

(Weighted)

Potential Benefit	Very Important	Somewhat Important	Not Important	Number of Responses
Advance notice of title	16%	40%	44%	162
Increased Efficiency in interlibrary loan	14	17	69	162
Better quality of bibliographic citations	38	40	23	165

Findings indicate that the most important of these benefits for existing users of CIP in public services is the availability of quality bibliographic citations. Thirty-eight percent of all libraries perceived this benefit to be very important and 40% rated it as somewhat important. The benefit of advance notice of title was rated as very important or somewhat important by a slight majority of libraries. The great majority did not consider efficiency in interlibrary loan to be important. Other benefits that some respondents noted as being important include:

- Increased speed in processing books and making them available to patrons;
- Accurate determination of main entry;
- Source of immediate cataloging for reserve or high-demand titles;
- Use of subject headings in reference and book selection.

The opinions of those libraries that do not currently use CIP in public services are presented in Table F-3a. Although the majority of respondents indicated that the potential benefits of CIP listed in the questionnaire were not important to them, approximately one-third of the respondents rated the availability of quality bibliographic citations as very important or somewhat important.

Table F-3a
Opinions of Libraries That Do Not Use CIP in Public Services on the Importance of Potential Benefits
(Weighted)

Potential Benefits	Very Important	Somewhat Important	Not Important	Number of Responses
Advance notice of title	6%	22%	72%	433
Increased efficiency in inter-library loan	2	9	89	430
Better quality of bibliographic citations	10	26	63	433

4. Have Public Service Respondents Noticed Any Increase in the Speed With Which New CIP Titles are Available to the Public Over New Non-CIP Titles?

To help in assessing the impact of the CIP program on the speed with which new books are available to patrons, public service respondents were asked for their opinions as to whether CIP titles are available faster than non-CIP ones. Their responses are presented in Table F-4.

Table F-4

Public Service Respondents' Opinions as to Whether New CIP Titles are Available to the Public Faster than Non-CIP Ones

	Univ/College	Community College	Public	Special	School
	n=448	n=46	n=226	n=195	n=146
Yes	43%	65%	52%	45%	45%
No	14	7	12	19	12
No Opportunity to Observe	44	28	36	36	43

The majority of community college and public libraries responded that new CIP titles are available to the public faster than non-CIP ones. Over 42% of the university/college, special, and school library respondents also expressed this opinion.

5. How Important is the Inclusion of Summaries in CIP Data for Children's Books?

The Library of Congress currently prepares summaries for children's books to aid librarians as well as young readers in selecting books of interest. Summaries are included in the CIP data supplied to publishers, but they are not always included by the publisher in the CIP data printed in the book.

In order to determine how important it is for publishers to include these summaries, survey respondents were asked to rate the importance of summaries. They were also asked to indicate how summaries are used in their libraries.

As shown in Table F-5, the majority (65%) of the libraries that regularly acquire children's books view the summaries as important. School libraries, especially, consider the summaries to be valuable, with 73% rating them as important and 22% as somewhat important.

Table F-5
Opinions as to the Importance of Summaries in Children's Books

	Univ/ College	Community College	Public	School	Special	Weighted Total
	n=13	n=2	n=78	n=360	n=15	n=469
Important	26%	50%	42%	73%	38%	65%
Somewhat Important	42	33	32	22	33	25
Not Important	20	-	15	3	23	6
No Opinion	12	17	11	2	5	4

As shown in Table F-6, the majority of libraries that regularly acquire children's books reported using summaries primarily for book selection and for reader assistance. Usage of summaries by school libraries is well established, with 78% of the school library respondents indicating that the summaries are used for reader assistance and 67% reporting that they are used for book selection.

Table F-6
Usage of Summaries in Children's Books

Use	Univ/ College	Community College	Public	School	Special	Weighted Total
	n=14	n=1	n=80	n=347	n=15	n=467
Book Selection	20%	40%	43%	67%	38%	61%
	n=14	n=1	n=80	n=345	n=15	n=464
Compilation of Bibliographies	11	40	17	37	26	32
	n=14	n=1	n=80	n=278	n=15	n=464
Reader Assistance	63	80	57	78	59	74

Respondents commented that they find the summaries especially useful in helping teachers to become familiar with new books, in preparing book talks, in cataloging new books, and in obtaining information about the content of a book.

6. What Types of Materials Not Covered by the CIP Program Would Public Service Users Like to See Included?

When asked if additional types of materials should be included in the CIP program, only 8% of those libraries that use CIP in public services responded Yes. As shown in Table F-7, slightly more (12%) of the libraries that do not use CIP in public services felt that the inclusion of additional types of materials would increase the usefulness of the program for public services.

Table F-7

Respondents' Opinions as to Whether or Not Additional Types of Materials Should be Included in the CIP Program

(Weighted)

	Libraries that use CIP in public services	Libraries that do not use CIP in public services
	n=159	n=436
Yes	8%	12%
No	92	88

Listed in Table F-8 are the types of materials suggested five or more times by libraries that would like to see the scope of the program expanded. As in the acquisitions and cataloging sections of the questionnaire, audio-visual materials and government documents were mentioned most frequently.

Table F-8

Types of Materials Suggested by Public Service Users for Inclusion in the CIP Program
(n=80)

(Numbers in parentheses refer to frequency of mention)

- Audio-visual materials (23)
  - includes sound recordings and visual recordings
- Government documents (20)
  - includes federal and state documents
- Serials and annuals (6)
- Publications of institutes and associations (5)

As noted in the acquisitions and cataloging sections of this report, the CIP program currently includes some of the materials listed above, but coverage is not as comprehensive as some libraries would like.

7. What Publishers Do Public Service Users Feel Should be Encouraged to Participate, or to Participate More Fully, in the CIP Program?

Of the almost 300 libraries that reported using CIP for one or more public service uses, approximately half suggested publishers that should be encouraged to participate, or to participate more fully, in the program. The different types of publishers that were suggested five or more times are listed in Table F-9.

Table F-9

Types of Publishers Suggested by Public Service Users for Participation in the CIP Program (n=87)

(Numbers in parentheses refer to frequency of mention)

- All publishers (39)
- University presses (9)
- Small presses (6)
- Publishers of government documents (5)
- Foreign publishers (5)

It should be noted that many of the different types of publishers mentioned by respondents already participate in the program. The list is useful, however, for identifying the different types of publishers that respondents would like to see participate more fully.

8. Does CIP Save Libraries Money in the Area of Public Services?

Presented in Table F-10 are libraries' opinions as to whether the CIP program saves money in public services.

Table F-10

Opinions of Libraries that Use CIP in Public Services as to Whether the CIP Program Saves Them Money

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=117	n=6	n=45	n=35	n=41	n=171
Yes	28%	33%	38%	46%	49%	46%
No	20	33	15	23	15	16
Not Sure	52	33	47	31	37	38

Almost half of the special (46%) and school (49%) libraries that reported using CIP in public services indicated that CIP saves them money, while approximately half of the university/college (52%) and public (47%) libraries were not sure whether CIP results in cost savings. Overall, 46% of all types of libraries perceived that CIP saves them money and 38% were not sure. Only 16% of those that use CIP in public services indicated that CIP does not save them money.

9. What is the Overall Opinion of Public Service Respondents Towards the CIP Program?

As shown in Table F-11, the majority (90% of the libraries that use CIP in public services) have a favorable or very favorable opinion of the program.

Table F-11

Opinions of the CIP Program
Expressed by Respondents that Use
CIP in Public Services

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=120	n=7	n=46	n=35	n=41	n=172
Very Favorable	44%	43%	39%	51%	51%	50%
Favorable	48	57	48	37	39	40
Neutral	8	-	13	11	10	10
Unfavorable	1	-	-	-	-	-
Very Unfavorable	-	-	-	-	-	-

Table F-12 presents the opinions of those libraries that do not currently use CIP in public services.

Table F-12

Opinions of the CIP Program Expressed by Respondents that Do Not Use CIP in Public Services

	Univ/ College	Community College	Public	Special	School	Weighted Total
	n=314	n=38	n=164	n=148	n=96	n=457
Very Favorable	20%	42%	32%	32%	33%	33%
Favorable	45	42	49	38	50	48
Neutral	34	16	18	30	17	19
Unfavorable	-	-	1	-	-	-
Very Unfavorable	-	-	-	-	-	-

It appears that while only a small percentage of libraries use CIP directly in public services, most libraries are aware of and appreciate the obvious public service benefits of having books cataloged and available to patrons faster. For this reason, the great majority of all libraries (over 80%), regardless of whether or not they use CIP in public services, have a favorable or very favorable opinion of the program.

G. USAGE OF CIP DATA BY LARGE LIBRARIES

In addition to the random sample of libraries surveyed for this study, questionnaires were also sent to a separate group of large libraries. This group consisted of the largest public and school libraries in the U.S., as well as libraries that are members of the Association of Research Libraries (ARL). The purpose of surveying this group separately was to gain additional insight into the nature and extent of use of CIP data by libraries with large collections.

Findings are reported below for Research Libraries (ARL members), Large Public Libraries, and Large School Library Systems.

Research Libraries

All of the 93 ARL libraries responding to the survey reported that they use CIP data. The great majority (92%) of these libraries reported collections of more than 500,000 volumes and over half (51%) reported yearly acquisitions of more than 25,000 U.S. monographs.

Acquisitions

The great majority of ARL respondents reported using CIP in acquisitions for pre-order searching (84%) and for the identification and checking of gifts and automatic receipts (74%). Approximately two-thirds (62%) indicated that they use CIP in the creation of the order form, and 45% reported using it in book selection.

A majority of respondents reported that they:

- occasionally order U.S. monographs prior to publication (84%);
- routinely acquire federal, state, and local documents; serials and periodicals; microforms; and sound recordings and other AV materials;

- would not find it acceptable for CIP data to be distributed only on MARC tape for acquisitions purposes (58%);
- think the inclusion of an approximate price (88%) and approximate pagination (64%) in the CIP MARC record would enhance its usefulness as a selection/order tool;
- feel that the CIP program saves them money in acquisitions (70%);
- have a favorable (55%) or very favorable (33%) opinion of the CIP program for acquisitions.

Cataloging

The great majority of ARL respondents indicated that they use CIP data as the basis for permanent cataloging (92%). Approximately three-fourths (73%) of the respondents reported that they use it in precatalog searching. Only 15% reported using CIP for temporary cataloging. All respondents felt that CIP makes cataloging easier.

A majority of respondents reported that they:

- would find it acceptable for CIP data to be distributed only on MARC tape for cataloging purposes (61%), because they have access to CIP data through a bibliographic utility or an in-house online system;
- use paraprofessionals in the cataloging of CIP titles (84%) in addition to professional (42%) and clerical (24%) staff;
- complete the cataloging in-house if CIP data alone is available for a book when it arrives in the library (77%);
- have made changes in their cataloging procedures as a result of the CIP program (54%), primarily through the increased use of paraprofessionals for cataloging CIP titles;

- rate the following benefits of using CIP as being very important: the faster availability of books on the shelves (85%), the increased use of non-professional staff (80%), and the elimination or simplification of precatalog searching (57%);

- have had no opportunity to observe any differences in the speed with which CIP records are updated to full MARC in the form of LC cards (75%);

- rate as very important the potential problem in using CIP data that the CIP record sometimes differs from the final cataloging record (57%);

- think the accuracy of CIP is satisfactory (67%) or very satisfactory (8%);

- rate as very important the following potential improvements in the CIP program: the availability of CIP for more books (82%), increased accuracy (79%), and improvement in the speed of availability of complete cataloging (72%);

- think no additional bibliographic elements need to be included in the CIP record (80%), but no bibliographic elements should be eliminated either (94%);

- think that bibliography and index notes should be retained in the CIP record (64%);

- would like to see the word "date" substituted for the actual date in the cutter number in CIP data printed in the book (67%) and on tape (62%);

- think that additional types of materials should be included in the CIP program (59%), namely sound recordings and other AV materials; federal documents; and musical scores;

- would like to see all publishers participate in the CIP program and increased participation by university presses;

- feel that the CIP program saves them money in cataloging (85%);

- have a favorable (60%) or very favorable (39%) opinion of the program.

Public Services

The great majority of ARL respondents indicated that they do not use CIP in public services for circulation or interlibrary loan (88%) or in the compiling of bibliographies (90%). A majority of respondents also reported that they:

- would not find it acceptable for CIP data to be distributed only on MARC tape for public services (52%);

- do not think that patrons are aware of or use CIP data (78%);

- have not had an opportunity to observe any change in the speed with which CIP titles are available to the public over non-CIP ones (57%);

- are not sure if CIP saves them money in public services (60%);

- have a favorable (52%) or very favorable (21%) opinion of the CIP program because it enables the library to make materials available to patrons faster.

Large Public Libraries

All of the 30 large public libraries responding to the survey reported that they use CIP data. A majority of the respondents reported collections of over 500,000 volumes with yearly acquisitions of over 5,000 U.S. monographs.

Acquisitions

Half (50%) of the large public libraries responding to the survey reported that they use CIP in acquisitions for book selection, 46% indicated that they use it in pre-order searching, 32% in the identification and checking of gifts and automatic receipts, and 43% in the creation of the order form.

A majority of respondents reported that they:

- usually order U.S. monographs prior to publication (52%);
- routinely acquire mass market paperback reprints, originals, and non-fiction; federal, state, and local documents; serials and periodicals; microforms; and sound recordings, films, and other AV materials;
- would not find it acceptable for CIP data to be distributed only on MARC tape (81%), because they do not have direct access to CIP data in machine-readable form for acquisitions;
- do not think the inclusion of an approximate price (61%) and approximate pagination (93%) in the CIP MARC record would enhance its usefulness as a selection/order tool;
- have a favorable (56%) or very favorable (30%) opinion of the CIP program because the availability of CIP data enables the library to process and catalog books more quickly.

Cataloging

The great majority of large public libraries responding to the survey reported that they use CIP data as the basis for permanent cataloging (89%). Over half (61%) reported that they use it in precatalog searching. Only 14% indicated that CIP is used for temporary cataloging. An overwhelming majority (93%) felt that CIP makes cataloging easier.

A majority of respondents reported that they:

- would not find it acceptable for CIP data to be distributed only on MARC tape (57%), because they do not have direct access to CIP data in machine-readable form;
- use primarily professionals in the cataloging of CIP titles (86%), although almost half of the respondents also reported using paraprofessionals (46%) and clerical staff (46%);
- complete the cataloging in-house if CIP data alone is available for a book when it arrives in the library (96%);
- have made changes in their cataloging procedures as a result of the CIP program (68%), such as the increased use of paraprofessionals and increased speed and efficiency in cataloging;
- rate the following benefits of using CIP as being very important: the faster availability of books on the shelves (93%), increased speed of availability of LC cataloging (86%), increased use of paraprofessionals (57%), and increased standardization of citations (57%);
- have had no opportunity to observe any differences in the speed with which CIP records are updated to full MARC (89%);
- rate as very important the potential problem in using CIP data that the CIP record sometimes differs from the final cataloging record (54%);

- think the accuracy of CIP is satisfactory (68%) or very satisfactory (7%);
- rate as very important the following potential improvements in the CIP program: increased accuracy (86%), the availability of CIP for more books (82%), and improvement in the speed of availability of complete cataloging (68%);
- think no additional bibliographic elements need to be included in the CIP data printed in the book, but no bibliographic elements should be eliminated either (96%);
- think that bibliography and index notes should be retained in the CIP data printed in the book (56%);
- would prefer to have the actual date rather than the word "date" in the cutter number in CIP data printed in the book and on tape (74%);
- think that additional types of materials should be included in the CIP program (68%), namely government documents, sound recordings, and foreign-language materials;
- feel that the CIP program saves them money in cataloging (86%);
- have a favorable (46%) or very favorable (46%) opinion of the CIP program for cataloging.

Public Services

The great majority of large public libraries responding to the survey indicated that they do not use CIP in public services for circulation or interlibrary loan (82%) or in the compiling of bibliographies (96%). A majority of respondents also reported that they:

- would not find it acceptable for CIP data to be distributed only on MARC tape for public services (73%);
- do not think that patrons are aware of or use CIP data (86%);
- have not had an opportunity to observe any change in the speed with which CIP titles are available to the public over non-CIP ones (52%);
- have a favorable (58%) or very favorable (25%) opinion of the CIP program, because it enables the library to make materials available to patrons faster.

Large School Library Systems

The great majority (94%) of the 36 large school library systems responding to the survey indicated that they use CIP data. Approximately half (47%) reported collections of over 500,000 volumes. A little less than one-fourth of respondents (24%) reported yearly acquisitions of more than 25,000 volumes, with the remainder acquiring either less than 1,000 U.S. monographs yearly or between 5,001 and 25,000.

Acquisitions

Over a third (39%) of the large school library systems responding to the survey reported that they use CIP in acquisitions for book selection, 26% indicated that they use it in the creation of the order form, and 23% in pre-order searching and in the identification or checking of gifts and automatic receipts.

A majority of respondents reported that they:

- select their own books rather than ordering from a pre-selected list (88%);

- routinely acquire mass market paperback reprints, originals, and non-fiction; federal and state documents; serials and periodicals; microforms; and sound recordings, films, and other AV materials;

- would not find it acceptable for CIP data to be distributed only on MARC tape (100%), because they do not have direct access to CIP data in machine-readable form for acquisitions;

- think the inclusion of an approximate price in the CIP record would enhance its usefulness as a selection/order tool (57%);

- have a favorable (37%) or very favorable (57%) opinion of the CIP program because the availability of CIP data saves time in processing books.

Cataloging

The great majority of large school library systems responding to the survey reported that they use CIP data as the basis for permanent cataloging (93%). Over half (55%) reported that they use it in precatalog searching, and 21% reported using it for temporary cataloging. All respondents felt that CIP makes cataloging easier.

A majority of respondents reported that they:

- would not find it acceptable for CIP data to be distributed only on MARC tape (97%), because they do not have direct access to CIP data in machine-readable form;

- use mostly professionals in the cataloging of CIP titles (97%), although some also reported using paraprofessionals (21%) and clerical staff (43%);

- complete the cataloging in-house if CIP data alone is available for a book when it arrives in the library (79%);

- have made changes in their cataloging procedures as a result of the CIP program (64%), such as increased speed in cataloging and less searching of other sources for cataloging data;

- rate the following benefits of using CIP as being very important: the faster availability of books on the shelves (86%), increased speed of availability of LC cataloging (71%), the elimination or simplification of precatalog searching (70%), and improved quality of cataloging (54%);

- have not had an opportunity to observe any differences in the speed with which LC cards (64%) and full MARC records (77%) are available since the CIP program began;

- think the accuracy of CIP is satisfactory (79%) or very satisfactory (17%);

- rate as very important the following potential improvements in the CIP program: the availability of CIP for more books (100%) and increased accuracy (72%);

- think no additional bibliographic elements need to be included in the CIP data printed in the book (52%), but no bibliographic elements should be eliminated either (100%);

- think that bibliography and index notes should be retained in the CIP data printed in the book (54%);

- would like to see the word "date" substituted for the actual date in the cutter number in CIP data printed in the book (61%);

- think that additional types of materials should be included in the CIP program (63%)--namely AV materials and government documents;

- would like to see all publishers participate in the CIP program and increased participation by publishers of government documents;
- feel that the CIP program saves them money in cataloging (89%);
- have a favorable (24%) or very favorable (76%) opinion of the CIP program because it speeds up cataloging.

Public Services

The great majority of large school library systems responding to the survey indicated that they do not use CIP in public services for circulation or interlibrary loan (96%). However, approximately one-third (32%) indicated that CIP is used in the compilation of bibliographies. A majority of respondents reported that they:

- would not find it acceptable for CIP data to be distributed only on MARC tape for public services (96%), because they do not have access to CIP data in machine-readable form;
- do not think that patrons are aware of or use CIP data (85%);
- have noticed an increase in the speed with which CIP titles are available to their users over non-CIP ones (65%);
- regularly acquire children's books (93%) and view the inclusion of summaries in CIP data printed in the book as important (65%) for use in book selection and for reader assistance;
- do not think that additional types of materials need to be included in the CIP program (65%);
- have a favorable (38%) or very favorable (54%) opinion of the CIP program, because it helps cataloging staff to make materials available to patrons faster.

H. APPENDICES

APPENDIX 1

Brief Description of the CIP Program

The Cataloging in Publication (CIP) Program is a cooperative effort between the Library of Congress and U.S. publishers for the purpose of preparing prepublication catalog records for forthcoming monographic titles. These records (CIP data) appear not only in the published books, but also on the Library's MARC tapes, through which the records can be accessed directly or indirectly through bibliographic utilities and cooperative networks. The records are also used to prepare entries for The Weekly Record and other bibliographic tools.

Publishers participating in this program submit galleys and/or front matter of their forthcoming titles to the CIP Division of the Library of Congress. Based on this prepublication information, the Library's professional cataloging staff creates a bibliographic record which is entered onto the MARC tapes. If any bibliographic element is changed during this prepublication period, the publisher is required to notify the Library so that the change can be recorded. Upon publication, the CIP Division receives a copy of the book, and the record is updated to reflect any unreported changes, and to complete information not available at the prepublication stage.

All monographic trade publications, including textbooks, published in the United States and monographic federal government publications are within the scope of CIP. This includes multivolume monographs, new or revised editions, and new impressions of titles formerly published without CIP. Translations into Spanish for the Spanish-speaking American population and compilations of serial articles brought together in one volume as a collection are also eligible. During Fiscal Year 1981, the Library prepared CIP data for approximately 27,000 new titles which met these criteria.

The CIP program began in 1971 as a special project funded in part by grants from the Council on Library Resources and the National Endowment for the Humanities. It is now fully supported by Library of Congress appropriation and is administered by the CIP Division within the Processing Services Department of the Library of Congress.

APPENDIX 2

Members of the CIP Advisory Group
1979-1981

Organization	Representative
Library of Congress	Susan Vita Chief, Cataloging in Publication Division
	Judy McDermott Assistant Chief
American Association of School Librarians	Winifred Duncan Chicago Public Schools
Association of American Publishers	Lucille Gordon, McGraw-Hill (replaced by Phyllis Ball, AAP, in 1981)
Association of College and Research Libraries	Nancy Van Zant Earlham College
Association of Research Libraries	Carol Mandel Association of Research Libraries
Book jobbers	Peter Jacobs Brodart
	Ernest Muro (alternate) Baker & Taylor
Committee of Small Magazine Editors and Publishers	Elliot Shore Temple University Library
Federal Library Committee	Mary Feldman Department of Transportation
Public Library Association	Elizabeth Dickinson Stockton-San Joaquin Public Library
Special Libraries Association	Marjorie Gordon American Council of Life Insurance
American Library Association	George Gibbs University of California-Los Angeles
American Association of University Presses	Vacant
Chief Officers of State Library Agencies (COSLA)	Vacant

APPENDIX 3

SURVEY COVER LETTER AND QUESTIONNAIRE

H-3

THE DEPUTY LIBRARIAN OF CONGRESS
WASHINGTON, D.C. 20540

Dear Colleague:

The Cataloging in Publication (CIP) program of the Library of Congress will celebrate its tenth anniversary on July 1, 1981. This anniversary marks an important milestone in the history of cooperation between book publishers and libraries as they work toward the mutual goal of improved access to books for our nation's readers. After almost ten years of supporting the CIP program, the Library of Congress has decided to conduct a nationwide survey to assess the impact of CIP on the library community. The Council on Library Resources and the R. R. Bowker Company have given their support to this project. Your library has been selected to participate in this survey, and your answers will give us a picture of the use of CIP in the U. S. library community. Because survey results will be used in future program planning, your library's response to the enclosed questionnaire is extremely important.

Results of the survey will be shared, through appropriate media, with libraries, book publishers, and other organizations in the public and private sectors that have an interest in the CIP program. I, along with the staff at the Library of Congress, gratefully acknowledge and appreciate the time and interest of you and your staff in helping to make this program review as beneficial as possible.

If you have any questions about the questionnaire, please call Susan Vita at (202) 287-6372. Send your completed questionnaire to: Susan H. Vita, Chief, Cataloging in Publication Division, Library of Congress, Washington, D. C. 20540.

Sincerely yours,

William J. Welsh
The Acting Librarian of Congress

Enclosures

H-4

LIBRARY OF CONGRESS

CIP

CATALOGING IN PUBLICATION

QUESTIONNAIRE

WASHINGTON, D. C.

JANUARY 1981

If you have any questions about this questionnaire
please call: Susan Vita, (202) 287-6372.

This questionnaire is being sent to 2500 US libraries, representing the various types which constitute the American library community. The sample was statistically selected using the R. R. Bowker Co. mailing lists. All responses will be kept confidential. A five digit identification code will be substituted for each library in the analysis of the responses. Names will not be used in any report of the results.

Although the questionnaire is long, it is designed to be filled out by three people--one staff member representing each of the categories of acquisitions, cataloging, and public service--so the task is shared. Please reply, because it is important that the responses represent the interests of all sizes and types of libraries. Decisions about the future of CIP may be made based on the findings.

If you need more space for any answer, please attach a separate piece of paper.

Unless otherwise indicated, the definition of CIP, for the purpose of this questionnaire, includes all forms of CIP data, e.g.,

CIP in the book;
CIP on MARC tapes;
CIP on MARC fiche;
CIP in publishers' ads;
CIP in review literature, e.g., Weekly Record;
CIP via jobbers' lists.

Materials eligible for the CIP program include: all monographic trade publications (including high school and college text books) published in the United States; some monographic Federal government publications; multivolume monographs; new or revised editions and new impressions of titles formerly published without CIP; compilations of serial articles brought together in one volume as a collection; translations into Spanish for the Spanish-speaking American population.

If you wish to speak to someone about this questionnaire during the ALA Midwinter Conference, Susan Vita and Judy McDermott will be available for consultation in the LC suite. Check the suite schedule for times.

Please return this questionnaire as soon as possible. We have included a self addressed, franked envelope for this purpose. The questionnaire is due by February 20. Send the questionnaire to:

Susan H. Vita
CIP Questionnaire
Cataloging in Publication Division
Library of Congress
Washington, D. C. 20540

Thank you for your help!

CIP QUESTIONNAIRE

Library ID __ __ __ __ __ [1-5]

Name of Chief Respondent ____________________________ 0 1 [6-7]

Position ____

Organization ____

Phone ___________________

GENERAL BACKGROUND

1. Please circle the number of monographs in your library collection.

FEWER THAN 10,000 10,000-100,000

100,001-500,000 MORE THAN 500,000 [8]

2. Please circle the number of US monographic titles a year that your library acquires.

FEWER THAN 1,000 1,000-5,000

5,001-25,000 MORE THAN 25,000 [9]

3. Does your library use CIP data for any purpose?

YES----Skip to Question 4.

NO----Answer Question 3a and return questionnaire to LC using the enclosed self addressed, franked label. [10]

3a. [If NO] Briefly explain why not: ______________________

____

____

____ [11-14]

ACQUISITIONS INFORMATION

Acquisitions Respondent _________________________

PLEASE HAVE SOMEONE FROM YOUR ACQUISITIONS STAFF FILL OUT THIS PORTION OF THE QUESTIONNAIRE.

4. Does your library predominantly order materials from a pre-selected list issued by a central agency, e.g., school system or central public library? (Please circle your answer.)

NO YES----Skip to Question 15. [15]

5. Does your library routinely acquire the following types of materials? (Please circle your answer.)

a.	Mass market paperback reprints of classic or popular titles	YES	NO	[16]
b.	Mass market original paperback fiction	YES	NO	[17]
c.	Mass market paperback nonfiction	YES	NO	[18]
d.	Vanity press publications	YES	NO	[19]
e.	Self-published titles	YES	NO	[20]
f.	College textbooks	YES	NO	[21]
g.	High school textbooks	YES	NO	[22]
h.	Elementary school textbooks	YES	NO	[23]
i.	Federal documents	YES	NO	[24]
j.	State documents	YES	NO	[25]
k.	Local documents	YES	NO	[26]
l.	Serials	YES	NO	[27]
m.	Periodicals	YES	NO	[28]
n.	Microforms	YES	NO	[29]
o.	Sound recordings	YES	NO	[30]
p.	Films and filmstrips	YES	NO	[31]
q.	Other A.V. materials	YES	NO	[32]

6. Do you use CIP data for any of the following acquisitions uses? (Please circle your answer.)

a.	Book selection	YES	NO	[33]
b.	Pre-order searching	YES	NO	[34]
c.	Identification or checking of gifts and automatic receipts	YES	NO	[35]
d.	Creation of the order form	YES	NO	[36]
e.	Other (please specify.) ______________________________			
	______________________________			[37-40]

7. Would it be acceptable to you if the CIP data appeared only on the MARC tapes, rather than both on the tapes and in the book? (Please circle your answer.)

YES NO [41]

7a. Please explain why you feel this way. ______________

____

______________________________ [42-45]

8. Do you attempt to order US monographs prior to publication? (Please circle your answer.)

NEVER OCCASIONALLY USUALLY [46]

9. Would the addition of the following enhance the CIP MARC record as a selection/order tool for your library? (Please circle your answer.)

a. Approximate price	YES	NO	[47]
b. Approximate pagination	YES	NO	[48]

10. Does your library use CIP data for acquisitions in any way that has not been identified in this questionnaire? (Please circle your answer.)

YES NO [49]

10a. [If YES] Please describe any other acquisitions uses of CIP data.

____

____

____ [50-53]

11. Are there types of materials not covered by the CIP program which you would like to see included? (Please circle your answer.)

YES NO [54]

11a. [If YES] Please specify, listing them in order of importance if there is more than one type.

____

____

____ [55-60]

12. What publishers should be encouraged to participate, or to participate more fully, in the CIP program?

Please specify. ______________________________ [61-64]

____ [65-68]

____ [69-72]

_ _ _ _ _ [1-5]

0 2 [6-7]

13. In your opinion, does the CIP program save your library money in its acquisitions work? (Please circle your answer.)

YES NO NOT SURE [8]

14. What is your overall opinion of the CIP program?

VERY FAVORABLE	FAVORABLE	NEUTRAL	UNFAVORABLE	VERY UNFAVORABLE	[9]

14a. Please explain: ________________________________

____

____ [10-11]

CATALOGING INFORMATION Cataloging Respondent ____________________

PLEASE HAVE SOMEONE FROM YOUR CATALOGING STAFF FILL OUT THIS PORTION OF THE QUESTIONNAIRE.

15. If you are responding for a school library or a public library, do you receive your library materials already cataloged, e.g., by a processing center or main branch? (Please circle your answer.)

YES	NO	NOT APPLICABLE	[12]

IF YOU RESPONDED "YES" IN QUESTION 15, PLEASE SKIP TO QUESTION 43.

16. Which of the following choice of cataloging treatments comes closest to your library's predominant treatment for the following categories of materials:

	PREDOMINANT CATALOGING TREATMENT. (Please circle your answer.)				
a. Mass market paperback reprints of classic or popular titles	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[13]
b. Mass market original paperback fiction	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[14]
c. Mass market paperback nonfiction	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT CATALOG	[15]
d. Vanity press publications	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[16]
e. Self-published titles	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[17]
f. College textbooks	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[18]
g. High school textbooks	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[19]
h. Elementary school textbooks	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[20]

i.	Federal documents	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[21]
j.	State documents	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[22]
k.	Local documents	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[23]
l.	Serials	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[24]
m.	Periodicals	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[25]
n.	Microforms	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[26]
o.	Sound recordings	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[27]
p.	Films and filmstrips	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[28]
q.	Other A.V. materials	CATALOG FULLY	CATALOG PARTIALLY	DO NOT CATALOG	DO NOT ACQUIRE	[29]

17. Please circle all of the cataloging uses of CIP data in your Library.

[30]
PRECATALOGING SEARCHING   TEMPORARY CATALOGING [31]
[32]
PERMANENT CATALOGING   OTHER ____________________

____

____ [33-34]

18. Would it be acceptable to you if the CIP data appeared only on the MARC tapes, rather than both on the tapes and in the book? (Please circle your answer.)

YES   NO [35]

18a. Please explain why you feel this way. ____________

____

____ [36-39]

19. Does CIP make cataloging easier for your staff? (Please circle your answer.)

YES   NO [40]

20. Of the US monographs which your library cataloged during the last year, approximately what percentage were CIP titles? __________% [41-42]

21. Please circle the type of library staff that routinely completes and/or revises cataloging for CIP titles. (Circle all types that apply.)

[43]

PROFESSIONAL PARAPROFESSIONAL [44]

[45]

CLERICAL NO SPECIFIC STAFF IS ROUTINELY ASSIGNED [46]

22. If CIP titles are handled by more than one level of staff in your library, what task is performed by each level and under what circumstances?

PROFESSIONAL ______________________________________

____

____ [47-50]

PARAPROFESSIONAL __________________________________

____

____ [51-54]

CLERICAL ____

____

____ [55-58]

23. Approximately what percentage of your library's CIP titles are reviewed for cataloging accuracy by professional staff? __________% [59-60]

24. Approximately what percentage of your library's non-CIP LC-based cataloging is reviewed for cataloging accuracy by professional staff? __________% [61-62]

25. If CIP data alone is available for a book when it arrives in your library do you usually: (Please circle your answer.)

a. Complete the cataloging in-house
b. Hold the unprocessed book for the completed record
c. Use the CIP data from the book as a temporary record until final cataloging is available
d. Other (please specify) ______________________________

____ [63]

25a. [If you circled choice b or c in Question 47] How long will you wait for the completed record or cards before completing the cataloging in-house? (Please circle your answer.)

LESS THAN 2 WEEKS 2-4 WEEKS 5 WEEKS-3 MONTHS

4-6 MONTHS 7-12 MONTHS MORE THAN 12 MOS. [64]

26. If you process CIP books using MARC records (i.e., either tape or fiche), when books with CIP data arrive, for what percentage of them do you find a CIP record instead of a full MARC record? ___________% [65-66]

26a. How long must you wait for those titles with CIP records to be changed to full MARC records? (Please circle your answer.)

DON'T WAIT

LESS THAN 2 WEEKS 2-4 WEEKS 5 WEEKS-3 MONTHS

4-6 MONTHS 7-12 MONTHS MORE THAN 12 MOS. [67]

27. Have any changes been made in your library's cataloging procedures as a result of the CIP program? (Please circle your answer.)

YES NO [68]

27a. Please explain.

____

____

____

____

____ [69-72]

[1-5]
— — — — — 0 3 [6-7]

28. What is the average time and cost per title to catalog your library's new US monographs?

		Cost (in round dollars)		Time to catalog (in hours)	
a.	LC copy (including CIP) available	$_____.00	[8-9]	________	[10]
	No LC copy available	$_____.00	[11-12]	________	[13]
b.	CIP books	$_____.00	[14-15]	________	[16]
	Non-CIP books	$_____.00	[17-18]	________	[19]

29. How important for your library is each of the following potential benefits of CIP?

IMPORTANCE OF POTENTIAL CIP BENEFITS.
(Please circle your answer.)

a. Elimination or simplification of pre-cataloging searching	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[20]
b. Increased use of non-professional staff	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[21]
c. Improvement in speed of availability of LC cataloging (cards, MARC tapes, etc.)	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[22]
d. Allows reassignment of staff to other duties	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[23]
e. Improvement in quality of cataloging	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[24]
f. Increase in standardization of citations	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[25]
g. Allows redirecting of funds for other purposes	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[26]
h. Gets books to shelves faster	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[27]

i. Other (please specify and give rank) ______________________

____

____ [28-29]

30. Since the CIP program began in 1971, how much change have you seen in the speed with which LC cards and full MARC records for US books (CIP titles only) are available? (Please circle your answer.)

LC cards	QUICKER	SLOWER	NO CHANGE	NO OPPORTUNITY TO OBSERVE	[30]
Full MARC tape/records	QUICKER	SLOWER	NO CHANGE	NO OPPORTUNITY TO OBSERVE	[31]

31. How important is each of the following potential problems in cataloging CIP titles at your library? (Please circle your answer.)

a.	Some cataloging elements are not included in the printed CIP data (e.g. edition statements, author statements, imprints)	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[32]
b.	The CIP record sometimes differs from the final cataloging record	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[33]
c.	Publishers do not always print the CIP data in the correct format.	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[34]

d. Other (please specify and give rank) ____________ ________

____ ________

____

____ [35-38]

32. What is your opinion of the accuracy of CIP cataloging? (Please circle your answer.)

VERY SATISFACTORY	SATISFACTORY	NEUTRAL	UNSATISFACTORY	VERY UNSATISFACTORY	[39]

32a. Please explain. ______________________________

____

____ [40-43]

33. How important for your library is each of the following potential improvements to the CIP program? (Please circle your answer.)

a.	Standardization of CIP data as formated in book	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[44]
b.	Completeness of entry in book	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[45]
c.	Increased accuracy in CIP data	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[46]
d.	Improvement in speed of availability of complete cataloging	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[47]
e.	Availability of CIP for more books	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[48]

f. Other (please specify and give rank) ____________________

____

____ [49-52]

34. Since there are many changes in the bibliography and index notes, some people have suggested that they dropped from the data printed in the book. Others feel that they should be kept. How do you feel? (Please circle your answer.)

DROP THEM   KEEP THEM   [53]

35. Since there are frequent changes in dates in the cutter number, would you prefer that the word "date" be substituted for the actual date (e.g. HD31.B84 date, instead of HD31.B84 1980)? (For each CIP format please circle your answer.)

CIP in book	YES	NO	[54]
CIP on MARC tape	YES	NO	[55]

36. Are there elements that should be added to the CIP data printed in the book? (Please circle your answer.)

YES   NO   [56]

36a. [If YES] Please specify ____________________

____ [57-59]

37. Are there elements that should be eliminated from the CIP data in the book? (Please circle your answer.)

YES NO [60]

37a. [If YES] Please specify ______________________________

____ [61]

38. Does your library use CIP data for cataloging in any way that has not been identified in this portion of the questionnaire? (Please circle your answer.)

YES NO [62]

38a. [If YES] Please explain ______________________________

____ [63-65]

39. Are there types of materials not covered by the CIP program which you would like to see included? (Please circle your answer)

YES NO [66]

39a. [If YES] Please specify, listing them in order of importance if there is more than one type. __________

____ [67-72]

______________________________ _ _ _ _ _ [1-5]

0 4 [6-7]

40. What publishers should be encouraged to participate, or to participate more fully, in the CIP program?

Please specify ______________________________ [8-11]

[12-15]

______________________________________ [16-19]

41. In your opinion, does the CIP program save your library money in its cataloging procedures? (Please circle your answer.)

YES NO NOT SURE [20]

42. What is your overall opinion of the CIP program? (Please circle your answer.)

VERY FAVORABLE FAVORABLE NEUTRAL UNFAVORABLE VERY UNFAVORABLE [21]

42a. Please explain: ______________________________

____

____

____ [22-23]

PUBLIC SERVICE Public Service Respondent ____________________

PLEASE HAVE SOMEONE FROM YOUR PUBLIC SERVICE STAFF COMPLETE THIS PORTION OF THE QUESTIONNAIRE.

43. Is CIP data used in your library for circulation or inter-library loan? (Please circle your answer.)

YES NO [24]

44. Does your library use CIP data to compile bibliographies? (Please circle your answer.)

YES NO [25]

45. Have you had any indication that your patrons are aware of the CIP data printed in the book, or that they use it in any way? (Please circle your answer.)

YES NO [26]

45a. [If YES] Please explain ____________________

____________________ [27-30]

46. Would it be acceptable to you if the CIP data appeared only on the MARC tapes, rather than on the tapes and in the book? (Please circle your answer.)

YES NO [31]

46a. Please explain your response. ____________________

____

____________________ [32-33]

47. How important is each of the following benefits of CIP to your library's public services? (Please circle your answer.)

a.	Advanced notice of title	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[34]
b.	Increased efficiency in interlibrary loan	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[35]
c.	Better quality of bibliographic citations	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	[36]

d. Other (Please specify and give rank) ____________________

____________________ [37-41]

48. Is there any increase within your library in the speed with which new CIP titles are available to the public over new non-CIP titles? (Please circle your answer.)

YES NO NO OPPORTUNITY TO OBSERVE [42]

49. Does your library regularly acquire children's books? (Please circle your answer.)

YES NO----Skip to Question 52. [43]

50. Weight the importance to your library of summaries in children's books. (Please circle your answer.)

IMPORTANT SOMEWHAT IMPORTANT

NOT IMPORTANT NO OPINION [44]

51. How are children's summaries used in your library? (Please circle as many answers as apply.)

a. For selection [45]
b. For bibliographies [46]
c. For reader assistance [47]
d. Not at all [48]
e. Other (please specify) ______________________________

____ [49-50]

52. Does your library use CIP data for public services in any way that has not been identified in this section of the questionnaire? (Please circle your answer.)

YES NO [51]

52a. [If YES] Please explain ______________________________

____

____ [52-53]

53. Are there types of materials not covered by the CIP program which you would like to see included? (Please circle your answer.)

YES NO [54]

53a. [If YES] Please specify, listing them in order of importance if there is more than one type.

____

____

____ [55-58]

54. What publishers should be encouraged to participate, or to participate more fully in the CIP program?

Please specify ______________________________

______________________________ [59-62]

______________________________ [63-66]

55. In your opinion, does the CIP program save your library money in the area of public services? (Please circle your answer.)

YES NO NOT SURE [67]

56. What is your overall opinion of the CIP program? (Please circle your answer.)

VERY FAVORABLE FAVORABLE NEUTRAL UNFAVORABLE VERY UNFAVORABLE [68]

56a. Please explain ______________________________

____

____

____

______________________________ [69-70]
[71-72]

THANK YOU VERY MUCH FOR YOUR ASSISTANCE ON THIS QUESTIONNAIRE. IF YOU HAVE ANY QUESTIONS ABOUT THIS QUESTIONNAIRE PLEASE CALL:

Susan H. Vita, (202) 287-6372.

PLEASE RETURN THIS QUESTIONNAIRE TO:

Susan H. Vita
(CIP Questionnaire)
Library of Congress
Cataloging in Publication Division
Washington, D. C. 20540

GPO 890-768